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ABSTRACT

This publication contains syllabi from 12 college-level, social-problems courses. The syllabi are being made available in an effort to share various ideas about the content, conceptual organization, and procedures used by sociology professors. The syllabi selected for inclusion represent different approaches to teaching a social problems course (such as macro-sociological, institutional, political, and interactionist). They also represent courses offered in community colleges, four year colleges, and universities. All are for undergraduate courses except one which is for a graduate course and is included here because of its approach and its extensive bibliography. The information provided for each syllabi includes an outline and schedule of course topics, required readings, course requirements, and some general statements about course format and evaluation procedures. Although all of the courses made use of the lecture technique to some extent, some courses include class discussions, oral presentations, use of films, and field projects. Also included in the publication is a description of the American Sociological Association's Section on Undergraduate Education and its activities and a selected bibliography on the teaching of social problems. (Author/RM)

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SOCIAL PROBLEMS COURSES

A Set of Syllabi and Related Materials

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Issued by the
Section on Undergraduate Education
of the
American Sociological Association

Louise C. Weston
Editor

January, 1979

SO 013 309

Copies of this document can be purchased from the ASA Teaching Resources Center, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036

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ABOUT THE EDITOR

Dr. Louise C. Weston is currently Senior Research Associate with Response Analysis Corporation, Research Park, Route 206, Princeton, NJ 08540. Formerly on the faculty at Rider College (Trenton, NJ), Dr. Weston has been active with the ASA Section on Undergraduate Education and the curriculum development group of the ASA Projects on Teaching Undergraduate Sociology. In addition to social problems, her interests include social psychology, sex roles, and formal organizations.

EDITOR'S NOTE

I wish to express my appreciation to the twelve sociologists who have shared their course materials with us. I also wish to thank Dr. Malcolm Spector of McGill University for helpful suggestions and Dr. Charles A. Goldsmid and Ms. Wendy J. Looman of the ASA Projects on Teaching Undergraduate Sociology for substantive and technical assistance in the preparation of this document.

Introduction

Social Problems is one of the most frequently taught courses in American Sociology. Five independent surveys conducted on samples of colleges and universities between 1942 and 1974 reveal the course to rank between second and fifth among courses most often taught. The 1974 survey found Social Problems offered in approximately two-thirds of all sociology departments in four year colleges, two year colleges, and universities. This compares with approximately 92% of all departments for the introductory course and between two-thirds and three-fourths of departments for the marriage and family course. Estimated annual enrollment in Social Problems courses for 1974 was 224,345 (compared with 891,980 for introductory).*

This document contains syllabi (and some related course material) from twelve Social Problems courses. The courses are taught at different institutions in twelve schools located in nine states and one province of Canada. The schools are almost equally divided among four year colleges, two year colleges, and universities. Well over half of the syllabi were used during 1977-1978.

These introductory pages include a guide to the content of the syllabi, a description of the ASA Section on Undergraduate Education's syllabus project, a description of the ASA Section and its activities, a selected bibliography on the teaching of social problems and some related material.

The Syllabus Project and the Uses of Syllabi

In 1977, the ASA Section on Undergraduate Education launched a syllabus project, intended to foster sharing of teaching resource material among sociologists teaching particular courses. In June of that year, a set of syllabi and related materials for the Introductory Sociology Course was issued by the Section with assistance from the ASA Projects on Teaching Undergraduate Sociology; that first set, edited by Charles A. Goldsmid, went into its fifth printing in January of 1979. This syllabus set, on social problems, was edited for the Section by Louise C. Weston. Both sets are available for purchase from the ASA Teaching Resources Center; ordering information follows. Future syllabus sets are now contemplated by the Section on Undergraduate Education.

The purpose of preparing these sets of syllabi and making them available is to share ideas about the content, conceptual organization and instructional procedures used by some of our colleagues. We do not present these syllabi expecting that a reader will simply pick and choose one that suits his or her needs. Our hope is that these syllabi--often developed by colleagues at great expense of time and energy--will stimulate ideas, and suggest possible models.

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* Davida P. Gates, "Sociology in Small Liberal Arts Colleges," THE AMERICAN SOCIOLOGIST 4,4 (November, 1969): 324-330; R. Kennedy and R. J. Kennedy, "Sociology and American Colleges," AMERICAN SOCIOLOGICAL REVIEW (October, 1942): 661-675; L. Podell, M. Vogelfanger and R. Rogers, "Sociology and American Colleges--Fifteen Years Later," AMERICAN SOCIOLOGICAL REVIEW (February, 1959): 87-96; Sue Titus Reid and Allan P. Bates, "Undergraduate Sociology Programs in Accredited Colleges and Universities," THE AMERICAN SOCIOLOGIST 6,2 (May, 1971): 165-175; "Undergraduate Sociology Curriculum Emphasizes 'Practical Courses,'" ASA FOOTNOTES 3,4 (April, 1975): 4.

These syllabi are not presented in the fashion of a consumer's organization listing of "acceptable" syllabi. Their presentation neither carries nor implies an endorsement by the ASA Section on Undergraduate Education nor the ASA Teaching Resources Center of the approaches or texts used. Our interest is in providing colleagues with a set of syllabi for the social problems course having the following characteristics:

a) each syllabus is sufficiently detailed as to give a reader a sense of the course it is used in;
b) as a set, the syllabi represent different approaches to the same course; and
c) the syllabi in the set include some from different types of schools with different student populations.

The syllabus project does not rest on the assumption that a good syllabus, however defined, insures or is an adequate indicator of a good course. Clearly more goes into a course than a good syllabus. Also, a syllabus does not always adequately explain or define a course. Users of these syllabi may want to communicate directly with the authors (whose names and addresses appear on the first page of each syllabus). The ASA Section on Undergraduate Education and the ASA Teaching Resource Center can provide no additional information on these courses.

Members of the ASA Section on Undergraduate Education involved with the Syllabus Project include: Paul J. Baker, Charles A. Goldsmid, Robert Kernish, and Robert E. Stauffer.

Giving Due Credit

In many ways, a course syllabus is a private production by a teacher. Often, it is the result of years of hard thought and work. If any user makes any substantial use of a syllabus, we think credit should be given. Further, the user's intellectual debt can be acknowledged in the user's own syllabus, in class, and by letter to the author of the syllabus from which a teacher has borrowed specific ideas and approaches or from which they have derived stimulation.

How the Syllabus Set was Assembled

Syllabi were collected from a variety of sources including various teaching workshops, Chautauqua-type Short Courses (sponsored by the American Association for the Advancement of Science and National Science Foundation) on the teaching of sociology, and by direct mail solicitation through the Undergraduate Education Section and the ASA Projects on Teaching. Final selection was made by Louise C. Weston using the criteria noted above. Written permission was obtained from the author of each syllabus used in the set.

Cost and Ordering Information

Syllabus sets are priced to cover the costs of preparation, duplication, mailing and related expenses.

	Syllabus Set for	
Cost (includes mailing)	Introductory Sociology (210pp)	Social Problems (80pp)
to members of the ASA Section on Undergraduate Education	$5.25	$2.50
to all others	$6.75	$3.25

To order: Send check payable to "ASA Teaching Resources Center" to:

ASA Teaching Resources Center
American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036

Prices include postage on domestic orders. For foreign orders only: please add 75¢ to the above prices for surface mail; for air rate, please add $6.00 for the introductory set and $4.00 for the social problems set to the prices above.

All orders must be prepaid in U.S. currency; prices are subject to change after June, 1979.

Your Reactions to This Syllabus Set

The ASA Section on Undergraduate Education is interested in learning your reactions to this set--did you find the set useful? and if so, how? what would have made them more useful to you? Please send reactions and suggestions to:

Prof. Michael A. Malec
Department of Sociology
Boston College
Chestnut Hill, MA 02167

(Chairperson, 1978-1979)

or

Prof. Charlotte Vaughan
Department of Sociology
Cornell College
Mt. Vernon, IA 52314

(Chairperson, 1979-1980)

The ASA Section on Undergraduate Education

You are invited to join the ASA Section on Undergraduate Education--the second largest of the ASA's sixteen sections. Membership is open to all ASA members. Section dues are $5.00. A check, payable to "The American Sociological Association" can be mailed to the ASA, 1722 N Street, N.W., Washington, D.C. 20036. Indicate that the check is for your dues in the Section on Undergraduate Education. If you are not now a member of the ASA, write for membership information and dues.

The ASA Section on Undergraduate Education provides an organizational platform within the ASA for those who regard teaching as an important function within the profession. Section Day at the Annual ASA Meetings--a full day of sessions on undergraduate education--is possible only because there is a Section. Section members receive the Section Newsletter and informational mailings, announcements, etc. The Section works cooperatively with the ASA Projects on Teaching Undergraduate Education, the ASA Teaching Resources Center, and with state and regional sociological associations to get teaching matters on the agenda. The section sponsors a hospitality room at the annual meetings.

The Section Council and officers--elected by and from the membership--always has members from universities, two year colleges and four year colleges.

Society for the Study of Social Problems and Journal Social Problems

The SSSP is a membership organization which publishes Social Problems (five times/year). The journal takes a stance which is "scholarly yet concerned" about social problems. The more than 3500 SSSP members are associated with one or more "division interest areas" such as community research and development; crime and juvenile delinquency; international tensions; poverty, class and inequality; social problems theory; environmental problems; and health, health policy and health services. The SSSP holds an annual meeting. Subscription to Social Problems is by membership in the Society; non-member rates are also available. For membership and subscription information, write to the SSSP at 208 Rockwell Hall, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222. (A cumulative index to Social Problems covering volumes 1-17, 1952-1970 is available.)

Other Resources for Teachers of Sociology

The ASA Projects on Teaching Undergraduate Sociology. The ASA Projects on Teaching, an official effort of the ASA, are developing resources to assist sociologists in their teaching of sociology. The ASA Projects has about 150 volunteers from four year and two year colleges and universities working on curriculum, teacher development--for graduate students and current faculty, and the institutional aspects affecting teaching. The Projects are supported by grants from the Lilly Endowment, Inc. and the Fund for the Improvement of Postsecondary Education. The Projects holds workshops, prepares and disseminates teaching resource material and operates the Teaching Resources Group--

which can provide resource persons to departments of sociology. The ASA Projects created and operated for two years a Teaching Resources Center which is now a formal part of the American Sociological Association. It also launched the ASA Teaching Newsletter. The Projects Coordinator is Dr. Hans O. Mauksch; for more information about any aspect of the ASA Projects, contact Dr. Mauksch at: ASA Projects on Teaching, Section on Behavioral Sciences, TD3-W Medical Center, University of Missouri, Columbia, MO 65201.

ASA Teaching Newsletter. Issued six times a year, the Newsletter carries articles on classroom teaching and curriculum and issues relating to them as well as news notes about workshops, publications and other resources. Reader contributed articles appear regularly. An annual subscription is $4.00; send a check payable to the "ASA Teaching Newsletter" to Dr. Lawrence J. Rhoades, ASA Teaching Newsletter, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

Teaching Sociology. Published quarterly by Sage Publications, Inc. Each issue contains an average of seven articles directly on the teaching of sociology. For subscription information, see the journal or write to Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212.

ASA Teaching Resources Center. Founded by the ASA Projects on Teaching in 1976, the TRC is now an official part of the American Sociological Association. A publications list of 40 items on the teaching of sociology and college teaching generally is available--these items can be purchased from the Center. The TRC can also provide some free resource material, attempt to answer questions about teaching or provide leads to sources of answers, and supplies state, regional and national sociological and social science meetings with teaching resource materials. For a copy of the publications list, "Teaching Resources Available," or other inquiries, contact: ASA Teaching Resources Center, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

Background Information and Comments on the Social Problems Courses Included in This Syllabus Set

As indicated in the Table of Contents, following the syllabi for several of the courses included in this set, background information and commentary are provided. These sections are based on phone interviews or written statements provided by the sociologists teaching the courses.

THE SOCIAL PROBLEMS COURSE AS AN INTRODUCTION TO SOCIOLOGY

The following material is excerpted or adapted (with permission) from two papers by Prof. Jacqueline Scherer and Prof. Joyce Herriman both of the Department of Sociology, Oakland University (Rochester, MI 48063). One of the papers was given by Prof. Scherer at the 1976 annual meeting of the American Sociological Association in a session sponsored by the ASA Section on Undergraduate Education. The papers draw on Prof. Scherer's work with the Curriculum Development Task Group of the ASA Projects on Teaching Undergraduate Sociology.

The question addressed by Profs. Scherer and Herriman is whether the social problems course can be used as an introduction to the field in place of the traditional introductory course. One reason to consider such an approach is that many students have a real interest in and concern with contemporary issues. Another is that many sociologists and departments are considering multiple forms of entry to their curriculum.

Using the social problems course as an introduction to sociology requires that teachers be specially careful to insure a sociological focus rather than journalistic. Further, there are wide divisions among sociologists on approaches to social problems; some of these are reflected within and certainly among social problems texts. Depending on the approach taken in the social problems-introduction (or any first course) the student may find disparities between the approaches used and those found in courses taken subsequently.

In assessing the utility of the social problems course as an introduction to the field, Profs. Scherer and Herriman considered three goals often stated for introductory sociology courses and performed a content analysis of 32 social problems texts noting the degree to which each goal was addressed. Following are the three goals and ways they were operationalized in the content analysis:

Introduction to the Discipline	A foundation for work in sociology as a scientific discipline; introduction to the basic tools used in the field; introduction to methods and techniques of research and to classical theories and the terminology essential for handling sociological concepts. Operationalized by searching for: emphasis on definitions, discussion of boundaries of sociology as a discipline, extensive theoretical explanation, exercises or discussion involving methods of investigation, reference to recent research, frequent citations.
General Education	Sociology as an essential part of the general or liberal education of the student; concerns stressed by C. W. Mills' sociological imagination. And following Daniel Bell, combating the provincialisms of intolerance of ambiguity and change, and narrow specialism. Need of students to be aware of forces that impel and restrict behavior, understanding the nature of inquiry and how ideas develop and are interpreted differently.

Operationalized by searching for: use of history, humanities and interdisciplinary approaches, reference to values (in research and in terms of cultural bias), breadth or scope of problems considered, use of cross-national comparison, discussion of limits of scientific research, and how concepts change.

Client Centeredness "The development of psychic maturity, employability (not in sociology as a profession) and citizenship." Client centeredness is contrasted to the professional orientation--preparation for being a sociologist. Concern in client centeredness is with development of student insight into self, and development of skills in the job market and personal development. The concept of client-centeredness is borrowed from Roland Liebert and Alan Bayer, "Goals in Teaching Undergraduates: Professional Reproduction and Client Centeredness," *The American Sociologist* 10, 4 (November, 1975).

Operationalized by searching for: an emphasis on applied and practical work, careers in dealing with social problems, efforts to make content relevant to the student reader.

Most social problems texts examined meet the three goals at least in moderate degree. 47% (15 of the 32 texts examined) devote 25% or more of their content (based on the samples used) to *each* of the three goals described above. 63% (20) of the texts devote 20% or more to *each* of the three goals. This suggests that if a teacher of a first course in sociology wishes to address all three goals, there are social problems texts which will meet his or her needs. Further data on the emphasis on the social problems texts appears below:

	Introduction to Discipline	General Education	Client Centeredness
Mean % for all 32 texts	23.4	36.8	39.8
Range of %s for texts	8 to 43	27-44	28-51

In their papers, Profs. Scherer and Herriman explored the coverage of social problems texts of different social problems; this suggests the degree of convergence in the field on what are problems. In this analysis, the authors recorded the percentage of texts devoting at least one chapter to a given topic. They caution that this measure is very crude since some topic may be treated within another chapter. They also note the "absence of leisure as a social problem in the 1970's contrasted with its significance in the 1960's and absence of automation which was a key social problem of the 1950's." The following chart lists the number and percentage (of the 32) texts devoting at least one chapter to the indicated problems:

	N	%
poverty and social stratification	25	78
crime and violence	24	75
race	18	56
marriage & family problems	16	50
drugs & alcoholism	14	44
mental disorders & suicide	13	41
unemployment & work issues	13	41
sexual deviance & victimless crimes	12	38
ecology	12	38
sex roles & sexism	11	34
corporate & governmental power	11	34
juvenile delinquency	9	28
discrimination & prejudice	8	25
mass communications	7	22
war	6	19
criminal justice system	6	19
health care	5	16
alienation	4	13
religion	4	13
old age	3	9
world power	3	9
life styles	3	9
dissent	2	6
rural problems	1	3
famine	1	3

Selected Bibliography on the Teaching of Social Problems

Following are twelve citations with brief annotations of articles dealing directly with the teaching of social problems courses; in addition, dozens of other articles have appeared on specific topics often treated in social problems courses (such as deviance, population, race, ethnicity, criminology, gender roles and society, world conflict). A sampling of these articles follows those specifically on social problems courses. Teachers wishing to read abstracts of these and other articles and to keep abreast of publications of interest to social problems are directed to:

Davis, E., C. Goldsmid and W. Perry, eds. TEACHING SOCIOLOGY: A BIBLIOGRAPHY
1977 (2nd ed). ASA Projects on Teaching. Washington, D.C.: ASA Teaching Resources Center, 1722 N Street, N.W., Washington, D.C. 20036. $3.00. A new edition is due in 1979.

"Teaching Sociology: Review and Annotated Bibliography." An article with this title has appeared in the April issues of TEACHING SOCIOLOGY starting in 1977. Authors/compilers are: C. A. Goldsmid, P. L. Goldsmid, and E. C. Davis.

I.

Abbott, D.J. and J.M. Calonic. "Sociology through social action," Report on
1977 Teaching: 4 CHANGE 7,9 (July): 54-55. Brief description of a field-course alternative to lecture class on city problems. Involves student work teams in social agencies.

Clear, V. "A new approach to social problems," IMPROVING COLLEGE AND UNIVERSITY
1968 TEACHING 14,2 (Spring): 93-94. Course described built around use of fiction and biography; teacher is concerned with students attitudes. Brief description.

Fuller, R.C. "The problem of teaching social problems," AMERICAN JOURNAL OF
1939 SOCIOLOGY 44 (November): 415-435. Followed by comments by C.A. Ellwood, J.L. Gillen, L.K. Frank, S.A. Queen, and M.A. Elliot. Fuller argues that clashes of values are at the root of social problems; notes how teacher must confront this issue.

Gliner, R. "Sociology on a trial basis," Report on Teaching: 4 CHANGE 7,9
1977 (July): 64-65. Brief report on a course where class is turned into a courtroom; students work in small groups researching a topic and then participating in trials. Term papers are fitted into the trial context.

Hess, A.K. and others. "Critical issues in undergraduate training in various
1978 community settings," TEACHING OF PSYCHOLOGY 5,2 (April): 81-86. Includes five short reports of student field work placements in prisons, nursing homes, etc. and two short analytic sections on issues and pros and cons of field work components.

McVeigh, F.J. 1973 "An experimental class in 'social problems and social welfare,'" TEACHING SOCIOLOGY 1,1 (October): 13-24. Course taught at a small liberal arts college, involved role-play in a congressional hearing format. Extensive description of course components.

Manis, J.G., M.O. Wagenfield and R.G. Emerson. 1974 "A graduate seminar on social problems: community professionals and urban community as a laboratory," TEACHING SOCIOLOGY 1,2 (April): 167-180. Discusses techniques referred to in title and role in seminar of students, teachers and community professionals, and course format, problems, and recommendations for meeting them.

Reichel, P.L. 1977 "Dossier building as a social problem topic," TEACHING SOCIOLOGY 4,3 (April): 293-306. Discusses procedures and pros and cons of focusing part of a course around the topic of dossiers in society (as a social problem); extensive citation of pertinent literature.

Rigertink, J.M. 1976 "Social problems: values in conflict," COMMUNITY COLLEGE SOCIAL SCIENCE QUARTERLY 6,2 (Winter): 82-84. Brief description of conflict approach to study of social problems.

Spector, M. 1976 "The social construction of social problems: six class assignments," TEACHING SOCIOLOGY 3,2 (January): 167-184. The six assignments derive from the labeling or social-construction of reality approach and are designed to confront students with "raw materials" of social problems, introduce tools of analysis, and make sociological understanding of social problems pertinent to students' values and life experiences. See Spector and Kitsuse (1977) below.

Spector, M. and J.I. Kitsuse, 1977 "Teaching social problems," Chapter 8 in Spector and Kitsuse's CONSTRUCTING SOCIAL PROBLEMS. Menlo Park, CA: Cummings Publishing Co. A slightly different version of Spector (1976) above.

Watcke, R.R. 1975 "Social problems and organizational response: a field work project assignment," COMMUNITY COLLEGE SOCIAL SCIENCE QUARTERLY 5,4 and 6,1 (Summer and Fall): 35-38. Describes field work assignment and its integration with library research. Contains list of 22 social problems and examples of agencies concerned with them.

II.

Boulding, E.M., J.W. Elder, T. Goertzel, R.H. Jacobs, and L. Kriesberg, 1974 "Teaching the sociology of world conflicts: a review of the state of the field," THE AMERICAN SOCIOLOGIST 9 (November): 187-193.

Cheatwood, D., J. Corzine, and B. Glassner, 1978 "Techniques in teaching deviance," TEACHING SOCIOLOGY 5,2 (January): 171-186.

Glenwick, D.S. 1978 "Good fences make bad neighbors--a community-oriented course in psychology and criminal justice," COLLEGE STUDENT JOURNAL 12,2 (Summer): 197-201.

Greenblat, C.S. and J. Baily, 1978 "Sex role games," SIGNS 3,3 (Spring): 622-637.

Hendrix, L. 1978 "Studying ourselves: the questionnaire as a teaching rool," THE FAMILY COORDINATOR 27,1 (January): 47-54.

Hoffman, D.E., V.J. Webb, and J.C. Snell, 1977 "Freedom and order in the administration of justice: a simulation game," TEACHING SOCIOLOGY 4,2 (January): 177-184.

Klemke, L.W. 1974 "Innovations in teaching courses in deviant behavior," TEACHING SOCIOLOGY 1,2 (April): 181-196.

Kolack, S. 1975 "A course in ethnic studies," TEACHING SOCIOLOGY 3,1 (October): 60-73.

Levinson, R.M. 1976 "An encounter with sex discrimination," TEACHING SOCIOLOGY 3,3 (January): 191-193.

Levinson, R.M. 1975 "Teaching labeling theory: four experiences in ilness attribution," TEACHING SOCIOLOGY 2,2 (April): 207-211.

McDowell, S.F. 1952 "Teaching note on the use of the Myrdal concept of 'an American dilemma' with regard to the racial problem in the U.S.," SOCIAL FORCES 30: 87-91.

Reichel, P.L. 1975 "Classroom use of a criminal activities checklist," TEACHING SOCIOLOGY 3,1 (October): 81-86.

Vasquez, J.A. 1976 "Toward a unified strategy for peace education: resolving the two cultures problem in the classroom," JOURNAL OF CONFLICT RESOLUTION 20,4 (December): 707-724.

Winthrop, H. 1968 "The sociologist and the study of the future," THE AMERICAN SOCIOLOGIST 3 (May): 136-143.

Guide to the Content of the Syllabi

This set contains syllabi which represent different approaches to teaching a Social Problems course--macro-sociological, institutional, political, interactionist, and the like.

All syllabi included in this set include an outline and schedule of course topics, required readings, course requirements, and some general statement about course format and evaluation procedures. All courses represented in this set make use of the lecture technique to some extent. In addition, some courses include class discussions, oral presentations, use of films, field projects, and the like.

The syllabi represent courses offered in community colleges, four-year colleges, and universities. All are syllabi for undergraduate courses except #8; this syllabus is used for a graduate course but is included here because of its approach and its extensive bibliography. The syllabus could, of course, be adapted for undergraduate use.

Reading Materials Used: The required texts used in the various courses are listed below with the number of the corresponding syllabus appearing in parentheses. (There are no listings for syllabus #8, the graduate course, since it includes a bibliography but no one required text.) It is interesting to note that in only two cases did a required text assigned in one course appear in abother syllabus. Those two instances are marked by an asterisk.

Bagdihian. The Information Machines. (6)
Becker, Howard S., ed. Social Problems: A Modern Approach. (4)
Blauner, Robert. Racial Oppression in America. (3)
Boydell et al. Deviant Behavior and Societal Reaction. (9)
Eitzen, D. Stanley. Social Structure and Social Problems in America. (10)
Fellmeth, Robert. The Politics of Land. (3)
Heilbroner, Robert L. An Inquiry into the Human Prospect. Revised edition. (1)
Horton, Paul B. and Leslie, Gerald R. The Sociology of Social Problems. (4)
Horton, Paul B. and Leslie, Gerald R. Studies in the Sociology of Social Problems: A Reader. (4)
McKee, Michael and Robertson, Ian. Social Problems. (5)
*Merton, Robert K. and Nisbet, Robert A. Contemporary Social Problems, 4th edition. (4) (9)
Miller, Casey and Swift, Kate. Words and Women: New Language in New Times. (2)
Mirande, Alfred M. The Age of Crisis: Deviance, Disorganization and Societal Problems. (7)
Nilse, Alleen Pace et al. Sexism and Language. (2)
Poplin. Social Problems. (6)
Rubington and Weinberg. The Study of Social Problems: Five Perspectives. (11)

Schrag, Peter and Divoky, Diane. The Myth of the Hyperactive Child and Other Means of Social Control. (2)
Schur, Edwin and Bedaur, Hugo Adam. Victimless Crime: Two Sides of a Controversy. (2)
Scull, Andrew. Decarceration. (2)
*Skolnick, Jerome H. and Currie, Elliott. Crisis in American Institutions; 3rd Edition. (10) (11) (12)
Spector, Malcolm and John T. Kitsuse. Constructing Social Problems. (2)
Stark, Rodney. Social Problems. (1)
Walton, John and Carns, Donald, eds. Cities in Change, 2nd Edition. (3)
Williamson, John B., Boren, Jerry F., and Evans, Linda, eds. Social Problems: The Contemporary Debates, 2nd edition. (1)
Wilson, James Q. Thinking About Crime. (2)

Instructional Features in the Syllabi: As mentioned above, certain courses include elements such as class discussions, oral presentations, films, and field projects in addition to lectures. Special features of this type are listed below and the syllabi which incorporate those features are indicated.

Films	1,5
Written assignments	1,2,3,5,6,8,10,12
Field-work projects	1,5
Discussion	1,2,6,7,11,12
Oral presentations	4,11

A number of syllabi discuss general objectives for a Social Problems course. However, some syllabi list a number of specific course objectives which might be of interest to the reader: Syllabi #4,6,7,8,10.

Certain features appear on only one or two syllabi but need to be noted here. For example, syllabus #11 lists three basic principles which relate to social institutions and social problems. Syllabus #1 is quite detailed about the purposes of a Social Problems course. The use of statistics is discussed both in Syllabus #1 and in Syllabus #2 where a detailed example of a study involving statistics is given. Fairly extensive bibliographies are included in the following syllabi: 3,4,8.

A number of syllabi include samples of discussion and/or examination study questions. Specifically:

Questions on films	1
Examination questions	2,3,7
Discussion questions	12

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Sociology 52
Social Problems
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Handout 1: Course Outline and Reading List

1. Rodney Stark, Social Problems, CRM/Random House, 1975, referred to as "Stark."
2. John B. Williamson, Jerry F. Boren, and Linda Evans (eds.), Social Problems: The Contemporary Debates, (second edition), Boston: Little, Brown & Company, 1977, referred to as "WBE."
3. Robert L. Heilbroner, An Inquiry Into the Human Prospect, New York: Morton, revised edition, 1975.
4. Occasional handouts, or articles on Reserve in the Undergraduate Library.

Average Reading: Between 60-70 pages per week. Please refer to Handout No. 2, Section II, 2, "Discussion Sections"

Part I: Who Determines What is a Social Problem, When and Why?

I. January 11-13

Readings

Stark, "Preface," pp. v-vii; "Introduction to Unit I," pp. 1-2; and Chapter 1, "Social problems and social movements."

WBE, "Preface" and "Introduction: The sociology of social problems," pp. 1-28. (Note: pp. 17-28, "Social Theory," covers the same ground as pp. 37-47 in next week's assignment in Stark. Compare the two: this is very important material, so repetition is just fine).

Lecture: Problems in defining "Social Problems"; and the concept of "Human Needs."

Discussion Sections

1. Instructors introduce themselves and discuss this "Outline," as well as Handouts 2 and 3: "Purposes," "Field Project," etc. They'll emphasize the need for you to participate actively in all discussion meetings (and 15% of grades depend on it!).
2. Assignments for next week's movie, "Appalachia."
3. If there is time: Begin to CLARIFY WHAT MAKES YOU REGARD SOMETHING AS A SOCIAL PROBLEM: fill out Handout 6, "America's two most . . ."

II. January 16-20

Readings

Stark, Chapters 2 and 3, 25-81. Ideas from Chapter 2 are used in all subsequent chapters, and throughout the course. Grasp them well.

Reread WBE, pp. 17-28.

Lectures: Monday: Theories and concepts relating to social problems: I. "Levels of Analysis" (Stark) and "Ideology" (WBE).

Wednesday: Movie: "Appalachia: Rich Land, Poor People."

Discussion Sections

See Handout 5:
(1) What/whom did the various "actors" see as "the problem"?
(2) What "level of analysis" and What "theories of the causes of social problems" did they seem to be using (without realizing it, of course)?
(3) What's your (unconscious?) social theory?

III. January 23-27

Readings

Stark, Chapter 9, "Poverty," pp. 265-300.

WBE, "Introduction" to Part I, and Chapter 1, "Why does poverty . . ." pp. 31-72.

Lectures: Monday: Professor David Heise (Sociology, UNC) will briefly explain data you may "produce" on the perception of objects and issues by filling in a questionnaire.

Wednesday: Professor Heise: "The Social Psychology of the Perception of Social Objects and Issues."

Discussion Sections

1. "Problem Census" of what the section thinks are America's two most serious social problems; and
2. Lengthy bringing-to-your awareness WHAT it is about the problems you've chosen that bothers YOU, with special attention to: a) What's your factual evidence that the problem is "big" and "growing": What information would you need to prove it? b) Are you concerned because you're assuming certain further (factual) consequences? or does it offend your values?
3. Report on key issues in readings.

IV. January 30 - February 3

Readings

Read through Handout 3, "Field Project," and begin to think about your topic. Begin to write down ideas in the format suggested under "Discussion," Week VI.

Lectures: Monday: Theories and concepts dealing with the causes of social problems: II

Part II: Poverty and Inequality

Wednesday: Poverty and inequality: definition and measurement.

Discussion Sections

1. Summarize, and comment upon, Banfield's position concerning the degree, kinds and causes of poverty and inequality in the U. S. today. Keep in mind questions such as the following, but don't confine yourself to them: What kinds of poverty would he be worried about? What kinds actually exist? What kind of inequality -- objective or subjective? -- exists? Why? What is your reaction to Banfield? (ALWAYS GIVE SPECIFIC EXAMPLES, QUOTATIONS.)
2. Summarize Liebow's points about: (1) why street corner men don't work; (2) paying special attention to his point about "future orientation."
3. Gans' point is . . .? In several places, he seems to me to be stretching words and logic: can you give examples? What's your evaluation of the "plus" and the "minus" of this article?

V. February 6-10

Readings

Frederick Doolittle, Frank Levy, and Michael Wiseman, "The mirage of welfare reform," Public Interest, No. 47, Spring 1977, pp. 62-87 (on reserve).

WBE, Chapter 7, "Capitalism: Rational or Irrational," pp. 200-221. Note in WBE: Friedman and Harrington don't focus on the same point! Chapter 14, "Welfare: What's the Problem?" pp. 396-422.

Lectures: Monday: "Theories of poverty, and of inequality."
Wednesday: "Programs to deal with poverty."

Discussion Sections

A.1. The strengths and weaknesses of U. S. capitalism today (Friedman, Harrington, Stark, Stern). F. focuses on socialism; H. on U. S. capitalism! Could both be right?
2. A summary of social psychology and psychological theories of poverty.
3. Is inequality (in what??) inevitable? (Stark, Gans, Piven and Cloward).
4. What is meant by welfare reform? Why is it a "mirage"? (Doolittle).
B. Any questions you might have on readings: best bring two written ones, with page reference and exact nature of doubt.

VI. February 13-17

Readings: Prepare for test!!

Make tentative decisions about term paper topic and write it down (see "Discussion" below).

Lectures: Monday: Dr. Jesse Williams, Director, Department of Public Health, Fayetteville, North Carolina: "What Poverty Does to Families -- and What We Do for Poor Families."
Wednesday: Test I

Discussion Sections

A. Term paper: Everyone bring a statement: rough notes of a page or so (we want to see them!!), indicating that your paper: 1) will have a concrete, specific focus, already indicated in the title; 2) will make clear by what standards you regard it as problematic; 3) will state what kind of "role occupant" you want to interview; and 4) WHAT IT IS THAT INTRIGUES YOU about what he/she might say. What do you want to clarify in your mind about their perception of the condition? (Read and reread Handout 3).

Revise your notes so that you can hand them in next week.

VII. February 20-24 THE FAMILY AND SEX ROLES

Readings

Family: Stark, Chapter 12, "Family problems," pp. 365-390.
WBE, Chapter 9, "The nuclear family: a source of alienation?", pp. 259-277.

Lectures: Monday: "The Family: I. Changes in Society as the Origin of Strain" Handout 7
Wednesday: Movie: "The Emerging Woman."

Discussion Sections

1. Discussion of movie (See Handout 8).
2. What I think is the most painful problem in the American Family and WHY I think it exists. This must be phrased in the terms of the Diagram. Handout 7 Blaming people ("parents don't understand")
3. Discussion of Test I.

DUE DATE FOR (REVISED) 3-5 PAGE PROJECT STATEMENT

VIII. February 27--March 3

Reading

Stark. ch. 11, "Sex based inequalities," pp. 337-362.
ITE, ch. 4, "The Women's Movement," pp. 126-154.

Lecture:

Monday: The Family: II. The Consequences of Change and Strain.
Wednesday: Dr. Joan Lipsitz: "The Adolescent: Myths, Realities, and Their Causes"

Discussion

1. Report from a male who feels much constrained by the imposition of the masculine role: what's wrong? What do you want to see?
2. Likewise for a woman who - - -
3. Report from a woman who wants some changes, but only a limited amount.

MARCH 6-10 SPRING VACATION -- You've deserved it but: read Heilbroner's *Human Prospect*. It's very suitable for vacation thought, and you won't have much time in Week XV. So-o-o!

IX. MARCH 13-17

RACIAL INEQUALITY

Reading

1. Stark, ch. 10, "Intergroup Conflict," pp. 303-335.
2. If available: Handout 9: Summary of "The Economic and Social Condition of the Black Population of the U.S." Bureau of the Census, Current Population Reports, Series P-23.
3. Begin to read Kerner Report (see below), chs. 4-8.

Lectures

Monday: Defining the Issues and Interpreting the Facts.
Wednesday: Movie: "Watts: Riot or Revolt?"

Discussion: See Handout 9, dealing with the "Watts" Movie.

X. MARCH 20-24.

Reading

On Undergraduate Reserve

Read rest of "Report of the National Advisory Commission on Civil Disorders" (The "Kerner Report") chs. 4-8, pp. 203-282 (on undergraduate reserve)
Julius Lester, "The current state of Black America." Reserve
(Lester's article is also to be found as pp. 578-584 in Yetman and Steele (eds.) *Majority and Minority*.

Lectures

Monday: "From 'Jim Crow' to 'Affirmative Action': The Evolution of American Institutions."
Wednedsay: "The goals and tactics of black movements: a study in variety, and its causes."

Discussion

Two students (preferably one black, one white) each present an actual episode on the UNC campus in which black-white student relations were/are really good. Two students each present an episode in which relations were/are bad. They and the rest of the class should attempt to analyze the reasons for each state of affairs, and what accounts for the difference. You many want to refer to Stark's discussion of Allport's analysis (p. 322).

MARCH 23 and 24: DUE DATE FOR FIELD PROJECT

XI. March 27-31

Reading
WBE, Ch. 2, "School Intergration," pp. 73-103,
ch. 3, "Affirmative Action," pp. 104-124.

PREPARE FOR TEST

Lectures
Monday: EASTER MONDAY
Wednesday: Professor William Murphy, UNC Law School, Professor of Constitutional Law, UNC. "Busing and Affirmative Action: The Underlying Issues."

Discussion: Debate and discussion of the motion:
"The extensive busing of children to achieve racially balanced schools is, on balance, desirable."

Two students for the motion, two against (about seven minutes for each student) followed by class discussion (15 mins.?). Each team should be mixed minority - majority if possible. Each debater should use (as support or to reject) at least 3 WBE readings: more, and Stark, if possible.

CRIME, DRUGS, ALCOHOL, MORALITY--AND THE FUTURE OF THE HUMAN SPECIES

XII. April 3-7

NOTE WEDNESDAY NIGHT'S MOVIE

Reading
1. Stark, ch. 6, "Crime and Delinquency," pp. 157-198; ch. 7, "Interpersonal Violence," pp. 201-228;
2. A brief summary of theories of crime: Handout 11.
3. WBE, Introduction and Section 29, Hacker, "Getting Used to Mugging," pp. 326-341. (NB: Readings this week and next are heavy -- 80-90 pages -- but only 65 during Week XIV, and re-read Heilbroner XV.)

Lecture
Monday, April 3 TEST II
Wednesday, No lecture: go and READ!
AT NIGHT, APRIL 5, 7:30 p.m., Hamilton Hall 100 (auditorium): Movie: "Murder-One"

Discussion
1. "Murder-One:" the implication (Handout 10)
2. Juvenile deliquency I have (known about) (participated in): how the theories summarized in Stark and the Handout 11 apply.

XIII. April 10-14

Reading
1. On white collar and organized crime:
Edwin Schur, ch. 5, "Respectable crime," pp. 158-190 in his Our Criminal Society (on Reserve)
WBE, Sections 29 and 30, Thomas C. Schelling. "What is the business of organized crime?", pp. 341-352; and Anthony Sampson, "ITT," pp. 353-361.
2. On the Penal System, WBE, ch. 13, "The Penal Systems," pp. 366-396.

Lectures
Monday: "The Four Different Types of Crime: How to Define and Measure Them"
Wednesday: "The Penal System and the Purpose of Punishment"
and
AT NIGHT, APRIL 12: MOVIE: "Attica" (The story of the 1971 prison "revolt")
7:30 p.m. in Hamilton Hall 100 (auditorium).

Discussion

1. "Attica": Handout 12; (i) Why did the prisoners rebel? (ii) Why did the state patrol, guards, etc., react as they did? (iii) What factors did the top decision maker weigh?
2. Prison vs. community-based care: the arguments for and against.
3. TEST II

XIV. APRIL 17-21

Reading
Stark, ch. 4, "Alcoholism and Drug Addiction" pp. 85-121.
WBE, ch. 11, "What is the Drug Problem?", pp. 296-325.

Lecture
Monday: "Highlights in Your Readings"
Wednesday: Movie: "The Drinking American"

Discussion Sections

1. "The Drinking American" (Handout 14 and the problem of drugs)
   a. Exactly what different feeling states do people want to induce and/or avoid by drinking and taking drugs?
   b. What is it about our society that makes them want to feel that way?

2. Comparing the three WBE readings, discuss the question: "Where is the drug problem located?" -- and then link each of the three answers to the remedies that flow from them.

XV. APRIL 24-27

Reading
Robert L. Heilbroner, An Inquiry Into the Human Prospect. Reread and outline.

Lectures
Monday: "The Issue of De-criminalizing Drugs"
Wednesday: "The Human Prospect: Important Issues Raised by Heilbroner"

Discussion
Continuation of discussion of readings, and general catching up

Handout #2: About Purposes, Readings, Section Meetings, Tests and Grades

I. Purposes

One purpose of the course is, of course, to acquaint you with six or seven major problems facing the U.S. such as crime, family instability, discrimination against certain population groups, etc. Unfortunately, we have insufficient time to give the emphasis it deserves to the fact that many other countries have the same problems (some to a greater, some to a lesser extent) or that they have other problems (such as rapidly growing populations; civil wars) which may be just as painful and threatening as are those affecting the U.S.

But an even more important purpose is to acquaint you with a way of thinking about any social problem. We want to make you aware of the following: (a) the way problems are perceived and defined differs dramatically from one group to another, and this is a substantial part of the problem. (2) Each problem has a multiplicity of causes, not just one. The selfishness of certain groups -- the one to which you don't belong!? -- is usually one cause, but never a logically sufficient one. The idea of different "levels of analysis" (Psychological, Sociological) is essential for you to grasp: learn well the ideas discussed by Stark round about p. 46. (3) Many problem are in fact unlikely to be solved well, sometimes least by well intentioned "common sense" solutions. (There is no evidence even half-way conclusive that treating hardened criminals differently from the way they are being treated now, results in dramatic improvement -- nor, however, that it results in worsening the rate of "recidivism.")

(4) The proper analysis of any social problem requires that one know "the facts," and that necessarily means "numbers," statistics. Properly understood, statistics come very much alive-- but regardless of whether they do or don't, they're essential. You can't properly evaluate the recommendation: "The poor don't need welfare, they need work" if you don't know that: 15% of the poor are aged, and another 40% of the (approximately) 26 million poor are children under 16, usually in households headed by women, most of whom could not or, possibly, should not go out to work, and would not earn enough to support their families if they did; and that many of the poor don't receive welfare. You will not be required to memorize more than a few key statistics -- but you'll be told where to find them.

This is a serious course: we're not in the entertainment business (nor are we out to bore you). But if knowing 70-90 pages a week sufficiently well to discuss them intelligently in your sections is too much for you, we suggest you "Drop" now, no hard feelings on our part!

II. Course Activities

1. Lecture periods. Guest lecturers will speak from time to time, and about half a dozen carefully selected movies will be shown, and will be discussed in section meetings. All of this material will be covered in tests!

2. Films. There are questions to go with each one of the films: they will be discussed in sections, and they are covered in tests, as is material from guest lecturers.

3. Discussion sections. Only YOU can learn -- our teaching cannot substitute for your effort, including trying to understand material which may seem difficult for you.

One way your effort can pay off is by being prepared for, and participating during, the meeting of your discussion section. (1) It is essential that you do your reading before each meeting, and (2) relate it to your personal experience, newspaper reading to TV news, etc. That's the way to make books meaningful -- but it takes TIME. (3) During several discussion meetings, you will be given specific assignments for presentation during the next meeting -- but even when someone else is chosen, you should prepare as if you were "the one." Make your presentation LIVELY. Section participation is graded from A to F. "No participation" is equal to an F or 45: see below.

4. "Field Project." For details, see Handout No. 3. This is the equivalent of a small term paper, but is based on your interviewing (at minimum) of four persons -- it's not a library project. It has to be on time! (See schedule).

5. Tests, Grades, etc. (See Handout No. 4 for exact dates.)

Grades			Covers:
20%	1.	Test I	Part I and "Poverty"
20%	2.	Test II	Family, Sex-roles
25%	3.	Final Exam (2 hours.)	Part I, and all materials after Test II (not much!)
20%	4.	Field Project	
15%	5.	Section participation	

Tests I and II contain 20-30 multiple choice or True-False questions; and about four to six open-end, very short-answer questions. Examples are: Barber ("Feminism, marriage ...") sees what kind of relation between the family and capitalism (as contrasted with the portrait painted by feminists): Answer: ________; or: "Cooptation may be defined as: ______." An example of students being co-opted by a university would be: " ________" (from Stark).

If you have questions about grading, feel free to go to your discussion leader during office hours. If you want a grade changed, he/she will regrade the entire exam, not only one question: we're human -- if we've erred once on the "down" side, chances are we've also erred on the "up" side.

III. Attendance at Examinations

1. Non-attendance at scheduled examinations is allowed, i.e., is excused, only if you have received prior permission from your section leader. We will allow postponement only for very exceptional reasons.

2. In the case of unexcused absences, you will receive a grade of 0 for the exam which you have missed, and you will take a make-up. Whatever grade you receive on the "make-up" will be averaged in with your other grades, including the 0.

3. We do not curve grades -- or, if we do, it is only to "up" them: never, never, to 'achieve' at least X% of F's. Grades in Sociology 52 tend, nevertheless, to be roughly similar to the University as a whole: about 20-25% A's (we don't stint on A's); but also around 5% F's (10 or so in a class of 200) and about 10-15% D's (20-30).

This course is definitely not a "gut" course, but what with new texts, movies, guest lecturers and interesting topics, it should be stimulating for those interested in social problems and in making a real effort to understand them in all their complexity. There can be NO easy answers. We're pleased you're here!

4. Exams will be discussed in class: will be collected at end -- they don't help in the next exam and we need to keep them.

IV. Tips on Reading

1. Always read very carefully the brief introductions to and the "Chapter Reviews" at the end of chapters in Stark, and all other introductory material: perhaps you should re-read them while you read the chapters, so that you don't lose the thread. The various introductions in Williamson, Boren and Evans are equally helpful.

2. The Williamson, Boren and Evans readings, being excepts from here and there, are not linked to each other in the same way as in a book by a single author. Usually, each excerpt has a central point which can be summarized in a single sentence or at most a paragraph. Test yourself as follows: unless you can summarize each article in a sentence or paragraph you have not understood it. Long notes on details are no sign of having grasped the main point.

As for the details: relax and simply enjoy reading them; not all study needs to be intense and serious. You should try to have one detail in your memory to illustrate, concretely, the general point made in the article.

The best way to find out whether you have understood an article is by trying to summarize it in one (perhaps: long) sentence, or at least a short paragraph, beginning: "The author's purpose in writing this article was - - - - and he/she did so by - - - -." If you can't summarize in one sentence, you haven't understood the piece!

3. One frequent error in reading: not to catch when a certain author is stating someone else's view, perhaps of an opposing position, not his/her own. Indeed, the summary may often be done in a sarcastic way. See, for example, Andrews' "description" of blacks -- obviously he is summarizing what he thinks Jensen and Shockley might say (whether he's being fair is, of course, another matter).

Handout #3: GUIDE FOR FIELD RESEARCH PROJECT: "HOW--AND WHY--PEOPLE DIFFER IN DEFINING 'the problem'".

I. Purpose

A. You will hear and read repeatedly that what makes a social problem a "problem" is, in part, that different groups view it in very different ways -- equality for women being an obvious example.

This project is intended to give you a really personal feel for such differences in view. You are asked to interview at least three, preferably four or five persons who are in very different "roles" (cf. Stark, p. 31) with respect to a certain problem. (That's likely to lead to differences in perception, though, of course not necessarily so; some professors are closer to some students concerning "the problem of grade inflation" than they are to other professors.)

From the point of view of scientific research (Stark, Ch. 3) such interviewing is not really as intensive as participant observation on the one hand, nor on the other hand is it as systematic as survey research. It's somewhere in between and not really good evidence to prove anything. But that's not the idea -- th idea is to get you out of the University and away from books, to a personal experience of how a social problem looks to those who have to live it. This project will NOT tell you much about the objective nature of problems; e. g., whether drug education works; who becomes delinquent. It will tell you something about what people believe about these issues. And you need to speculate about why they so react this way.

The film "Appalachia" is a first-class example of differences in perception and views.

B. Using Stark's Chapter 2 and/or other chapters.

It is essential that in "Part III: Analysis" of your paper (see below) you use the concepts and theories discussed in Stark's second chapter, "Social science and social problems," and in the theoretical sections of other chapters of his book.

How can you do that? There are two ways, and you should use both. First, believe it or not, but the persons you interview will themselves be using social science theory without knowing it, or without ever having read Stark. You should spot the theory they're using, and signal it to us:

> "Mrs. X said her neighbors' son got into trouble because his parents never paid him any attention, nor nobody else did neither, so he started becoming friends with a bunch of tough kids." Thus Mrs. X seemed to be relying in her explanation mainly on the social psychological level (p. 32, p. 46). She used a mixture of Hirschi's control theory (p. 181) in postulating lack of "attachment" as a cause,

as well as "differential association theory" (p. 179). On the other hand, Mrs. Y, talked more in terms of "a boy like that never had a chance because he was born on the wrong side of the tracks: the poor don't have a chance." Thus, she seemed to rely more on a class-conflict approach (p. 44, p. 184) and perhaps strain theory (p. 180).

This is the way your analytical section should read. If it doesn't, you cannot get a grade above a D. Sorry about that: we respect very highly graphic literary or journalistic writing. But if you want to perfect that skill, then English and Journalism are where you go. What we can teach you is how the use of social science concepts can discipline, systematize, widen and deepen your understanding of social problems.

The second way in which you can use concepts is in social problems. Your explanation why Mrs. X might have held the view she did. Personality? influence of friends? because she lives in a big disorganized city?

II. What the end product should contain

Your paper needs to contain the following three elements. If you're a really good writer, the paper need not be formally divided into the corresponding three separate parts. But most of you (and we!) would be much safer if you did divide the paper as follows, with sub-headings and all!

Part I: 1. Specify the problem; i.e., the issue about which you wanted to get people's views; 2. Specify what you wanted to find out about people's views; i.e., what intrigued you, puzzled you ("I wanted to find out why some people feel as strongly about pot as they do: do they see it as doing permanent physical damage? or do they fear it leads to crime?"); and 3. Explain, in the light of 2., why you chose the kind of role occupant you did for your interview.

Concerning the selection of a problem: To do a good job, it is likely (although admittedly this may not be true in some instances) that you ought to select a rather narrow sub-problem, rather than a broad field: "what people think about busing" "race relations in the U.S. today"' "the death penalty," crime in the U.S." Next: clarify your mind as to what you don't know, and what you'd love to find out, about what's going on in the public's mind; i.e., why you want to undertake this study, what you hope to learn. Then make up your mind what kind of role occupant you'd like to interview. (You may have to reconsider if it doesn't pan out.) Thus you might want to interview a mother who is on welfare, to find out what she thinks about (and maybe has done about) getting a job, and interview a welfare worker, or someone in the State Employment Office, or an employer (would he or she hire? why yes? or no?).

Part II. Should describe how the persons you interviewed saw the problem, e.g., "the nurse in the old age home saw her function chiefly in terms of . . . . She said for example, "The most important thing I do is to . . ." She seemed to define the problems of the old as being mostly . . ." note that you should use questions from your interview to make what you write come alive.

Part III. Your analysis of the problem. You really have only the views of two or three role occupants as "data," and nothing else. This allows you to put forth analytical ideas mainly at the level of psychological and social psychological factors (Stark, p. 46: That diagram is central to the whole course.) However, you ought to speculate at the middle range and societal levels also, and generally use the ideas in Stark's Chs. 1 and 2! In your write-up, refer specifically to Stark's ideas, and footnote them.

III. Details

1. Where: This project must NOT be done in Chapel Hill, for the "common sense" reason that the poor town would be overrun if 240 students, and those of other classes did their field work here. Most of you are from North Carolina and will go home frequently, so do it there. Exceptions only by permission of section instructor, for those who cannot get home.

2. What: You should not structure your project so as to make it necessary to gain entry to "sensitive" institutions (prisons, mental institutions) nor to interview persons in sensitive positions (e.g., ex-prisoners). Use your common sense: it's not worth stirring up a cloud of dust. Think also of the time-cost to the role occupant to do a model little project. In any case, the views of key by-standers on any issue may be just as socially important as those of persons more directly involved in positions of authority.

3. When: Timetable: (SEE HANDOUT 4) .. Select your problem, making it more and more specific (:how X Y Z role occupants react to loosening family norms in the specific sense of living together . . ."; "How X Y Z role occupants react to prohibition of aerosol products") (ii) Formulate your questions (remember; chief purpose is to get people talking, not to have them give one word answers to specific questions, i.e., don't ask "Do you think such and such is bad?"); (iii) A 2-3 page statement of the project; problems, who is to be interviewed; questions to be used, etc. Instructor will return this to you with approval (or otherwise); (iv) Do the project as soon as possible after you receive the go-ahead. (v) Follow the TIMETABLE IN HANDOUT 4 -- Instructors will not have time to write comments if handed in after deadline.

4. Quality. You'll hate us for this now, and thank us later. But papers will be handed back if: (1) the analytical parts do not make substantial use of various theories and concepts from Stark, or (2) if there are more than 2 spelling errors per page, or if it is otherwise poorly written and organized. If handed back, due again per schedule. If this is returned again, there will be a penalty of one full grade (unless instructor is convinced there are substantial attenuating circumstances).

20% of the grade on the paper is based on good organization, style and spelling; an easy 100%.

5. Length: Somewhere between 2000 and 2500 words (8-10 double-spaced typewritten pages).

IV. Interview Relationship and Technique

1. Explain to the person that you're a student, that you're interested in (old age) (people who have small incomes and a lot of children), explain how you came to pick the person, ask them to help you; ESTABLISH A RELATIONSHIP WHICH IS HONEST AT ALL LEVELS. Get permission (see VI, below).

2. On the whole, ask very broad questions, and make responses ("Could you tell me more about that?") which will get the person to talk at length, especially at the beginning. You don't really need to know exactly how old the person is; how many dollars they get -- certainly not at the beginning. If you're interested in aging and friendship, "Tell me a little about how you pass the day"; then go on to probe: "How about friends and acquaintances" (Note that these are open requests for information, not questions with specific answers). Slowly, you can get more specific.

3. Don't ask "leading" questions, or do so only at the end, and carefully. Don't ask (at least, not until late): "What difficulties arose when your class became integrated," Ask instead "Tell us what happened when . . ."

4. Always imagine yourself at the receiving end of the question. Do your questions sound arbitrary? artificial? too complicated for the person concerned? too personal before you've built up a relationship? do you really need the information -- what differences does it make to your paper?

V. Grading

		Max. Pts.
Part 1:	1. clarity and specificity of problem; what made you think, in in advance of the project, that it was a problem, for whom, in what sense; relevance of the people you want to interview.	20
Part 2:	2. Richness, clarity and liveliness with which you convey how each of the role occupants defined, described, and analyzed the issues.	20
Part 3:	3. Analysis: the degree, and the appropriateness, with which Stark's concepts are used.	20
	4. Analysis: The originality with which you "embroider" Stark's concepts with your own.	20
Parts 1 - 3:	5. Organization, paragraphing, grammar, spelling, etc.	20

VI. TO PROTECT CONFIDENTIALITY: VERY IMPORTANT

1. In the case of interviews, before data gathering beings, "informed consent" must be obtained.

a. The subject must be informed about the general topic(s) to be covered.
b. The subject must be told that he or she has the right not to participate or to cease participation at any time he or she wishes to.
c. While a reasonable amount of verbal persuasion may be attempted, the researcher must accept the potential subject's decision to withhold consent; harassment or use of coercion to induce cooperation is forbidden.
d. If the subject is not of legal age to give "informed consent" such consent must be obtained from the person responsible for the potential subject's well-being in the location where cooperation is solicited (e.g., teacher or parent).

2. Where observation is being used to collect data:

a. In the case of "public behavior" -- i.e., in public places where subjects are clearly aware that others may be seeing and hearing what they do -- consent need not be obtained from subjects.

b. In non "public behavior" the same kind of consent is needed as in the case of interviews or questionnaires. This includes cases where the subject is asked to participate in some laboratory-type experiment.

3. In no cases should "permanent" records on individual subjects contain their names or clearly identifying formation (e.g., address, specific occupational title, etc.). If such information is needed temporarily to insure that appropriate subjects are included in the reasearch, the information should be kept inaccessible from persons not involved in the research, it should be kept separate from other information gathered about the subject, and it should be destroyed as soon as it is no longer needed. (This would before data analysis begins and not later than at the completion of data collection.) Obviously this means that individual respondents must not be identified directly or indirectly (e.g., "The Durham merchant who owns the largest bookstore downtown") in any written reports.

4. In no case should the persons studied be subjected to any physical or psychological danger.

5. In no case should the researcher expose himself or herself to any such danger.

6. In no case should illegal behavior be studied via any method whereby the researcher would obtain even temporary knowledge linking specific persons to criminal activities. (In other words, such research can be carried out only by use of anonymous records or questionnaires where respondents can in no way be identified.)

7. Prisons, mental institutions and other "delicate" institutions should not be used for research.

Handout #4: LIST OF IMPORTANT DATES

Wed., Jan. 18: Movie: "Appalachia: Rich Land, Poor People"
Mon., Feb. 13: Dr. Jessie Williams, M.D., "Poverty and the Family"
Wed., Feb. 15: Test I
Thurs. & Fri., Feb. 16 & 17: Discussion of Field Project
Wed., Feb. 22: Movie: "The Emerging Woman"
Thurs. & Fri., Feb. 23 & 24: Due date for 2-5 page Field Project outline
Wed., March 1: Dr. Joan Lipsitz: "Myths, and Realities About Adolescents"
Wed., March 15: Movie: "Watts: Riot or Revolt?"
Thurs., & Fri., March 23-24: Due date for research project
Wed., March 29: Prof. William Murphy: "Affirmative Action: The Underlying Issues"
Mon., April 3: Test II
Wed., April 5: Movie: "Murder-One" at 7:30 p.m., Hamilton Hall 100 (auditorium)
Wed., April 12: Movie: "Attica," at 7:30 p.m., Hamilton Hall 100 (aduitorium)
Wed., April 19: Movie, "The Drinking American"

Handout #5: Questions to Guide Your Viewing of: "Appalachia: Rich Land, Poor People"

Representatives of each of at least the following five groups appeared in "Appalachia:"

(1) the miners (the movie's "hero" and his wife)
(2) the local middle class (at the lunch addressed by the anti-Communist speaker)
(3) the coal company
(4) young people working on anti-poverty projects
(5) the tax assessor

Specualte how each of the above would reply to the following questions. We urge you to write the answers down: both to help you with class participation, and to help you with tests. Maybe you'd best use separate sheets for each hypothetical "respondent's" answer to these three questions:

1. "They say there's a problem in this coal mining valley: can you tell me what they're talking about? What -- in your opinion (miner, company superintendent, etc.) is the "problem?"

2. What (according to the miner, the VISTA volunteers, etc.) are the causes of the problem? What are the "sources" of these problems?

3. What, if anything, would each of the above say could and should be done about it, and by whom?

Handout #6: WHAT DO YOU BELIEVE ARE AMERICA'S MOST SERIOUS SOCIAL PROBLEMS?

Think about that question and then:

1. Give each of the two most important problems a suitable short label;

2. Describe each problem in a little more detail -- the major worrisome facts, as you understand them to be.

3. Why do you think these two problems are "serious?" Here you can express your beliefs and values if you feel like it. BUT you should also bring out the reasons. For example: you may think that armed robbery is a "problem" not only because most of us think that stealing is wicked in itself, but also because people get scared to go out; because it undermines faith in the efficiency of government and that leads to . . . etc. But we don't want to put reasons into your mouth. Please put down only why you think these are problems.

4. What are the causes (or "sources", in Stark's terminology) of the two problems?

5. What three measures would be most effective in dealing with the problem (think them through carefully for feasibility; cost; acceptability).

Handout #8: Questions to ask, and to answer, when viewing "The Emerging Woman"

1. This is not worth spending a great deal of time on, but as a way of fixing in your mind some of the main facts, and some of the main points of the movie, try the following. The film deals with the history of the women's movement in the U.S. As is customary in history, the topic is divided into periods and stages. Make a list of the stages, giving each a brief label, and state briefly what the stage showed and what was significant about it in the eyes of the film makers. (You ought to come up with ten or more.)

2. Why is it difficult to establish a women's movement attractive to all women? (Look carefully particularly -- but not exclusively -- at the parts of the movie dealing with union organizing, black women, the suffrage movement.)

3. What were the main events and episodes, from 1940 onwards, which brought about the reestablishment of women's movements in the late 1960's?

4. At the end of the movie, there is a statement of the most profound purpose of the women's movement. What's said? What do you think of it?

5. The film is itself a part of the women's movement and as such, it very understandably tries to get your sympathy. Hence it selects from and re-interprets the past to support its own position. Give examples of "movement bias." (This question is not intended either to be a "put down" -- nor a "boost up" -- for the film. It's one you need to ask of any film dealing with any social problem which is hot -- which all are, by definition.)

Handout #9: Movie: "Watts: Riot or Revolution?"

1. What significant events, beginning in the early 1960's, led up to Watts? What exactly was their significance, i.e., how did the black community interpret each event?

2. Discuss the difficult position in which black politicians found themselves. What did different groups "expect" (i.e., role) from them. Within the black community, for example, what effect did age, class, and mobility differences have? How much power did/did not the black politicians have and why?

3. Once begun, could the riot have been stopped from evolving the way it did? Who did (and did not) do what, and why? (Why was the National Guard not called in earlier? Should it have been?)

Most important:

4. During the movie, ten or more explanations were given of what Watts signified, and why it occured. Note as many of these as you can, and evaluate the extent to which each may be true. Use Stark as much as possible -- Ch 1 and 2: e.g., technology and urbanization as causes; "co-optation"; bureaucratization; complexity; social disorganization, etc., etc.

Handout #10: MOVIE: Murder-One

1. Describe the range of self perception of responsibility, guilt, etc., on the part of the convicted murderers in the movie; i.e, how do they themselves deal with their behavior?

2. Describe as you see it, not as the murderer sees it, the state of mind of the person committing the murder: then speculate on the various conditions (individual-psychological; relationships, i.e., social psychological; possible societal factors) which you believe brought it about.

3. What distinguishes First Degree Murder ("Murder-One") from other types of homicide -- what is the real significance of that difference?

4. Write down the reasons (a) in favor of capital punishment:

   (b) Against capital punishment:

Handout #12 MOVIE: "Attica"

1. List the one or more resasons which various law enforcement agencies might have had to break off negotiations with the "Attica" prisoners and to re-take the prison by force. If you list more than one: which, if any, might be the most fundamental?

   "We have to act vigorously and fast to deal with this situation because if we don't . ."

2. Similarly, analyze the motives of the prisoners for taking over Attica in the first place (again: if there are several, which was the most important).

   "We did what we did because . . . *(1)

   "They did what they did *(2) and *(3) .. .

   *(Think separately about: (1) the motives which prisoners would, and did, advance; and (2) the motives which those skeptical of the prisoners would advance; (3) motives which an uncommitted but imaginative person might think of? Where did the makers of the film stand, if anywhere?)

3. Look at your answer(s) on Q. 2, and consider; what is it in the structure of the situation, in "the system," that produced the prisoners' reaction? (N.B. "Bad guy explanations ("the prison authorities just don't care about prisoners") and NOT ENOUGH of an explanation. Nor are explanations in terms of "the capitalist system". Why don't authorities care? How exactly does the "capitalist system" produce this specific result --if you want to use that explanation at all, which you may or may not.)

4. The question of "Why did the troopers, sheriffs, etc., use so much firepower" should be kept quite separate, at least for the most parts, from "Why was drastic action ordered in principle?" Think about the massive use of firepower by the police; what mutliple and diverse causes are there for it?

Handout #13: MOVIE: "The Drinking American"

1. What "feeling - states" do people:

   (i) want to experience
   (ii) want to avoid

   by drinking alcohol ("experience" and "avoidance" are often mirror-images of each other).

2. For each of these feeling states, analyze what it is about our society that makes it necessary for people to take alcohol (or drugs, for that matter) to feel that way.
   (i) What is it about the structure of our institutions (especially WORK-ECONOMIC, and FAMILY-SEX institutions) that is of relevance?
   (ii) What is it about our value system that is of relevance?

3. Where do you stand (and WHY -- what reasons) in the argument between Lali ("if used appropriately, a little alcohol to help you work -- relax -- eat -- is alright") and Chafetz ("It isn't alright; people should have no need of such artificial aids")?

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. LANDSBERGER

INSTITUTION:	University of North Carolina (Chapel Hill); main campus of state university system; 19,000 students, somewhat more than half of whom are undergraduates.
THE CLASS:	Typically enrolls between 160 and 200 students each semester; generally two-thirds are freshmen and sophomores, the remainder juniors and seniors. Almost all are from the liberal arts college; a sprinkling are undergraduates in professional schools. The course has no prerequisite. Most students enrolled are not majors. Students are together for two hours of lecture a week; their third hour is spent in 20-person discussion groups.
SUBSTANTIVE ORIENTATION OF COURSE:	Each topical area is aproached from an historical point of view; analysis is multi-disciplinary where this is appropriate (psychological, sociological, economic, political); each section (topical area) of the course ends with a policy and program orientation.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	Most popular aspect is that there are many dimensions of the course; it offers variety: films and guest lectures as well as standard lectures, applied material as well as theory.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	My feeling that students are really being taught. I deal with very important problems in a systematic manner not bound by one discipline; I emphasize the complexity of each problem and the questionable nature of modish answers to them.
COMMENTS ON TEXT/READINGS USED:	I comment in class on points where I differ from the text or feel the text is unclear, while remaining basically supportive of the text. Today's undergraduates find it difficult to get the central points of the text and I sometimes have to summarize for them or set the points up as a task for discussion groups.
NEXT TIME AROUND:	I wish it were possible to have students break through the embarrassment of asking questions in a large lecture setting.
HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	The emphasis on policies and the difficulties and problems that policies face and the even stronger interdisciplinary emphasis than is customary for me (in other courses); the emphasis on using much current material and current events.

Prof. Malcom Spector
Department of Sociology
McGill University
Montreal, Canada

Sociology 250 B
The Sociology of Social Problems
Winter, 1978

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Introductory Comments

The attached documents describe the course in social problems I teach to a large group of undergraduate students at McGill University. The reading list and course outline has been updated and is one I will use this coming year. The exam questions and the proejcts are the versions I used in 1977-78, and don't refer to or incorporate some new subjects I will treat this year. I will certainly add a project focusing directly on dictionaries using Miller and Swift as a guide (on sexism in the English language). Otherwise the projects will probably remain much the same.

Course Requirements

There are two in-class exams, one covering the material in Part I, and one much later in the course. They are short answer essay questions. One week prior to each exam I distribute a list of questions. The actual exam questions are taken from this list. Each exam counts 25% of the final grade. I have attached the exam questions I used in 1977-78. Three questions were chosen for each exam.

Each student may complete any four of the six projects which are described in the section following the exam questions. (In fact last year because the workload seemed quite heavy this was reduced to three projects.) Together these counted for 40% of the grade. 62 students completed a total of 185 projects. Some projects were more popular than others:

Project	Frequency
I	42
II	17
III	37
IV	23
V	32
VI	34

The final 10% of the final grade is allocated by the conference leader based on participation in weekly discussion groups.

The final document entitled "Statistics and the Study of Social Problems" is a project designed for advanced undergraduates or graduate students in social problems.

Outline of Topics and Readings

(Primary or required readings are unmarked. Supplementary, optional, or background material is indicated with an asterisk.)

I. Theories of Social Problems

Malcom Spector and John T. Kitsuse, Constructing Social Problems.

Prudence Rains, "Imputations of Deviance: A Retrospective Essay on the Labeling Perspective," Social Problems 23 (October) 1-11.

*"Introduction" by Robert Nisbet and "Epilogue" by Robert Merton to Contemporary Social Problems by Merton and Nisbet, 3rd or 4th edition.

*Earl Rubington and Martin S. Weinberg (eds.), The Study of Social Problems: Five Perspectives.

II. Medicalization of Social Problems

A. Insanity as Mental Illness

*Albert Deutsch, "The First U. S. Census of the Insane (1840) and its use as Pro Slavery Propaganda," Bulletin of the History of Medicine 15:5 (May) 1944.

D. L. Rosenhan, "On Being Sane in Insane Places," Science 179, January 19, 1973.

*Journal of Abnormal Psychology, 1975, Vol. 84. Critiques by B. Weiner, Robert Spitzer, Sidney Crown, Theodore Millon. Reply by Rosenhan, pp. 433-474. Critique and summary by I. E. Farber, pp. 589-620. Also Letters to the Editor, Science, Vol. 180, 1973, pp. 356-372.

B. The Medical Control of Children

Peter Schrag and Diane Divoky, The Myth of the Hyperactive Child and Other Means of Social Control.

Stephen J. Pfohl, "The Discovery of Child Abuse," Social Problems 23:3 February, 1977, 310-324.

*Peter Conrad, "The Discovery of Hyperkenesis: Notes on Medicalization of Deviant Behavior," Social Problems 23:1, October 1975, 512-522; see also exchange between Whalen and Henker and Conrad, Social Problems 24:5, June 1976, 590-598.

C. Invention of Alcoholism and Other Diseases

Joseph W. Schneider, "Deviant Drinking as Disease: Alcoholism as Social Accomplishment," Social Problems 25:4, April 1978, 361-372.

Joseph Gusfield, "Categories of Ownership and Responsibility in Social Issues: Alcohol Abuse and Automobile Use," Journal of Drug Issues 5, Fall 1975, 285-303.

Malcolm Spector, "Legitimizing Homosexuality," Transaction/Society, July/August 1977, 52-56.

III. Use of Total Institutions for Problem Populations

Andrew Scull, Decarceration.

*Michael Foucault, Discipline and Punish (Surveiller at Punir).

*Tom Wicker, A Time To Die.

IV. Controversies Generated by or Concerning Minority Groups

A. Race and I. Q.

P. B. Medawar, "Unnatural Science," The New York Review of Books, February 3, 1977.

Leon J. Kamin, The Science of Politics of I. Q.

*The Humanist, January/February, 1972, whole issue.

B. Sexism in Language

Casey Miller and Kate Swift, Words and Women: New Language in New Times.

Pamela Fishman, "Interaction: The Work Women Do," Social Problems 25:4, April 1978.

*Barrie Thorne and Nancy Henley, Language and Sex: Difference and Dominance.

Alleen Pace Nilse, et al., Sexism and Language.

V. Crime as an Object of Controversy
James Q. Wilson, Thinking about Crime.
Edwin Schur and Hugo Adam Bedau, Victimless Crimes: Two Sides of a Controversy, 1974.
*"Morals and the Criminal Law," pp. 1-25 in Patrick Devlin, The Enforcement of Morality, 1965.
Mark Fishman, "Crime Waves as Ideology," Social Problems 25:5, June 1978.

Questions for the First Exam

1. Explain and defend the distinction between manifest and latent social problems.

2. Fuller and Myers make the following statement:

> The subjective definition (of a social problem) is the awareness of certain individuals that the condition is a threat to certain cherished values.

What difference does it make to the sociologist if "awareness" means simply a belief that a condition is a threat, or on the other hand if awareness of a threat implies that the condition is in fact threatening?

3. For the value conflict school, objective conditions are necessary but not sufficient for a social problem to exist. Explain. Then agree or disagree.

4. Define the word putative. Explain its importance in the study of deviance and social problems. Explain its specific meaning in the following two quotes:

> The phrase "reactions that impute mental illness" does not after all require mental illness in the same way that the phrase "reactions to mental illness" does. (Rains)

> We define social problems as the activities of groups making assertions of grievances and claims with respect to some putative conditions (Kitsuse and Spector).

5. What are natural histories and why should they be called natural?

6. What is the relevance of the concept of "sincerity" in the analysis of the role of values in the social problems process?

7. Why should anyone care if a sociologist thinks something is a social problem?

8. Based on your reading of chapter 6, are conflicts of interest a social problem in North American Psychiatry?

Questions for the Second Exam

1. Wilson's book has been described as "a powerful indictment of the American Criminal Justice System." In what ways does Wilson criticize specific, identifiable categories of actors in that criminal justice system?

2. Andrew Scull is, it seems, highly critical of and indignant at those who have engineered the closing down of custodial institutions in favor of community based programs. What have these people done to warrant his criticism and what should (or could) they have done to avoid it?

3. Take any of the books we have read and show how it is a part of an ongoing social problems activity, rather than (or in addition to) an analysis of the social problem.

4. Compare and contrast the policy proposals toward drug addiction of Wilson and those of Schur.

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5. Suppose someone were to argue that bank robbery was a crime without a victim. Banks have insurance both for their own loss and the losses of account holders. Insurance companies are in turn reinsured and guaranteed by the government. Therefore it is impossible to find anyone who has lost any money as a result of a bank robbery. Would this make bank robbery a victimless crime for Schur? Or for Bedau?

6. Suppose you were to go to a special school or hospital for hyperactive children and suppose you saw some children who "really" did seem to behave in an extremely bizarre way, who never did sit still for more than three seconds, etc. What would these observations have to say about the facts and arguments presented by Schrag and Divoky?

Class Projects

Attached are six projects. Each student should complete any four of them. Together they count 40% of your final mark. Let me stress that these are not term papers, but highly structured, quite limited exercises designed to make you more familiar with certain important tools of scholarship and research. The projects will also bring you into close contact with the "raw materials" of social problems. They are also designed to allow you the greatest possible freedom of choice of subject matter.

While these exercises are not term papers, and may be written up quite briefly once the work is done, it is worth pointing out, I think, that if you were some day to write a paper on a social problem (or on another topic) if you completed the research specified in each of the six projects on your chosen subject, you would probably have ample material to write a good term paper.

You may complete any four projects. You need not (but you may if you wish) use the same problem for each project. Indeed you might want to try a different problem each time. Or you may wish to concentrate on one topic which interests you greatly.

Your reports must be typewritten

They will not be returned to you (so keep a carbon or Xerox copy for yourself)

Any two of them must be turned in by March 20

The remaining two must be turned in by April 7

The five paperback books which are the primary readings for the rest of the course should be your main source of inspiration for the subject matter for the projects (although you can also use any other problem that interests you).

Project I: I think Scull, Schrag and Divorky, and Wilson are particularly good beginning points for Project I. For example you might try to duplicate the statistics Scull uses for the U. S. or for England, or you might try to find comparable data on Canada.

Project II: Any number of citizen or consumer complaints might serve. How about somethink related to energy waste, no smoking rules, sexism and sex discrimination?

Project III: Again Schrag and Divoky is a rich source, or Skull (especially his references to the sudden closing of all juvenile institutions in Massachusetts, or Jerome Miller's problems in Illinois) or of course, closer to home the Morgentaler case, or the anti-pollution movement in Montreal (see the film to be shown in class on this).

Project IV: Abortion a good case here, as well as any other crimes without victims (federal laws legalizing homosexuality, recent provincial statutes on sexual preference, etc.). The Controversy between Schur and Bedau will help you understand the positions in the legislative debates. A great many possibilities here.

Project V: Again in this project there are a wide range of choices. Some of these indexes extend back to the beginning of the century allowing you to look closely at social problems of the past.

Project VI: I think the book by Wilson is the best bet, but Schrag and Divoky probably will work well too. For the others, any book published very recently will not have had time to be reviewed yet. You can certainly pick another book that interests you.

In the area of Crime as a social problem you might pick from the following list:

Norval Morris and Gordon Hawkins, *The Honest Politicians Guide to Crime Control*, 1970.
Ramsey Clark, *Crime in America*, 1970.
Tom Wicker, *A Time To Die*.
Karl Menninger, *The Crime of Punishment*, 1966.
Jesica Mitford, *Kind and Usual Punishment: The Prison Business*, 1973.

Or in other areas are controversial books which would do quite nicely:

Thomas Szasz, *The Myth of Mental Illness* (and many other books)
Rachel Carson, *Silent Spring*.

Project I: Documenting a Condition

Persons who engage in the social problems process often seek out statistics that support their claim that the condition they find offensive exists. Your task in this project is to find out what kind of statistics are available to document a social problems claim. One way of thinking about this project is to imagine you are a person thinking about making a claim. Pick a condition you might be (or are) upset about. Then use the documents described below to find out what kind of evidence you could find to buttress your demand that something be done. Here are some questions to help you structure your search:

Is the condition getting worse? To answer this question you need time series data: identical or similar observations over a number of years. Most official statistics are time series and may permit you to document increases, decreases or cyclical fluctuations in the officially measured rates of your condition. Beginning points and discontinuities are particularly interesting aspects of a series of data. *Beginning points* signal a decision that a condition that had not previously been subject to official scrutiny now somehow warrants attention. Somehow a decision was made that in effect said: "Now we see that this condition is troublesome so we should start keeping track of it." This is an important stage in the development of a social problem. *Discontinuities* refer to sudden changes in the way a set of statistics are compiled. Usually they prevent any comparisons between the old way of measuring something and the new ways. Statisticians don't like to make changes that impede comparisons. When they do make these changes it usually means some important change in the definition of the problem occurred. This might have resulted from an increased awareness or concern, the transfer of the problem from one agency to another, a new technological innovation, or the actions of a new professional group that began to assert control over the condition.

Is the condition worse here than elsewhere? To answer this question you need to make comparisons between different geographical units. Montreal with Toronto; Quebec with other provinces; Canada with other countries.

What are the "causes" or correlations of the condition? Do the statistics make any cross tabulations? Are there subdivisions by different characteristics? For example in statistics on abortions, can you find their age distribution? their marital status? their religion? Or for traffic fatalities, can you find out characteristics of the driver? the car? the roadway? the distance to the nearest hospital?

EDITOR'S NOTE: Detailed list of sources for Canadian statistics is not included here for reasons of space.

Project II: Making a Claim

This project offers you the opportunity to reflect on some social problems activities you may already be engaged in. Or if you have been contemplating such activities you may use this project to organize your participation in the initial steps of claimsmaking activities. Choose some aspect of your life or some condition in the community that you consider offensive or disturbing and begin to think of what you would do to correct the situation or get the condition defined as a social problem.

As a first step do the following:

1. Describe the condition
2. Explain why it is annoying, disturbing, harmful, unethical, etc.
3. Identify what you think are the causes of the condition, who is responsible for its continued existence, and who is or should be in charge of doing something about it.
4. Devise a strategy to engage in some action to begin to seek a remedy for this situation.
5. Attempt to do this

Keep in mind that as an academic exercise you have no right to gratuitously stir up trouble or needlessly cause problems for other people. However, as citizens you may and perhaps already are engaged in the perfectly normal and legal voluntary actions that citizens use to seek remedies for aspects of their society they consider offensive.

If you decide to do this project be sure to discuss your action with either the instructor or the conference leader. A number of possible projects of this nature will be outlined in the lecture.

Your report will consist of a written report of all the numbered items above, plus a detailed field report on your attempt to engage in the claimsmaking, how you were received, and how your experience may have altered your original conception of the problem. Be sure also to describe your own feelings and reactions to the project: what does it feel like to be a maker-of-claims?

Project 2 in Constructing Social Problems is similar to this project.

Project III: Newspapers as Sources of Data on Social Problems

In this project you will use a newspaper to reconstruct the story of a social problems controversy. While the library has a great number of newspapers on microfilm, relatively few of them are indexed. Without the index it is very difficult to effectively use a newspaper as a source of data.

EDITOR'S NOTE: Details on press indexes and location in library have been omitted.

Proceed as follows: Choose a social problem and attempt to locate an important controversy or news event in the history of that social problem. Use the index to the newspaper to discover the important dates, events, and names in the controversy. Make sure you pick some event that is not too broad or spread out over a very long period. Don't pick "Separatism" or "Watergate." But find something that was important enough to make the papers. Perhaps a famous court case, riot, proposed law, natural disaster, scandal.

In your report and diary note how newspaper accounts may provide many leads and clues for further research on the social problem, in addition to just reporting the news. Note, for example, the "by-lines" of the reporters. If all of the stories are written by the same person, he or she may be an important source of information or a prominent participant in the social problems activity. Do the articles cite outside experts? Look for editorials and signed or syndicated columns commenting on the news. Newspapers may contribute to as well as report on the social problem.

Your report should reconstruct the facts, dates, and important events in a social problems controversy and you should reflect on newspapers as a source of data on social problems.

Project IV: Legislation on a Social Problem

EDITOR'S NOTE: Details on use of library file of Government Documents and about Canadian statutes have been omitted.

In this project you will trace the history of a bill in a legislature. It may be a bill that failed to win passage.

You may but you need not trace the history of a recent or currently existing law. If you are particularly interested in another more distant period of history, or a particular event in the past, feel free to examine the laws of previous eras.

Remember that not all proposed bills eventually become laws. Also remember that not all social problems involve the criminal code.

Your report should describe the law, or change in law, summarize the debate, describing how the discussion was structured. Indicate which lobbying or pressure groups made their appearance. Also keep a diary or set of personal notes or remarks about how you conducted your searcn ahd which sources you found most useful.

Project 4 in Constructing Social Problems is quite similar to this project.

Project V: Subject Indexes as Data

Subject headings in major reference tools may be viewed as historical data indicating what categories were in use in the time period of each volume of the index. These categories and the map of cross references linking them, constantly in revision, permit us to examine how and when definitions of social problems are created and change. For example, one way to discover when pollution became a social problem is to find when articles began to appear on the subject, and when pollution began to have a listing of its own in works that classify knowledge and information. In this project you will pick a social problem and try to locate a period in which the definition of that problem (i.e., the way it is classified) underwent significant change. You may use such reference tools as the following: Readers Guide to Periodical Literature; Public Affairs Information Service (PAIS); Index Medicus; Library of Congress Subject Headings; Canadian Periodical Index; New York Times Index.

When you locate a period in which an important change took place, find a way to describe just what the change consisted of. One important measure is the volume of articles. A graph or frequency distribution might be a good idea. For the categories themselves perhaps a map or outline form will work best. Be creative. The following kinds of changes immediately come to mind: 1) new headings may appear; 2) old headings may disappear; 3) a subheading may become a main entry, indicating increase in importance; 4) entries may subdivide into many finer distinctions; 5) cross references (SEE and SEE ALSO) may change, suggesting new ideas of how categories are thought to be related.

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You may want to choose a period of about ten years to measure the change. It may happen gradually over time, a little each year, or it may be quite dramatic, happening all at once. Be prepared to discover just what the proper time is.

Not all reference works are annuals. Some undergo revision at longer or at irregular intervals. You may have to use time periods that fit the peculiarities of the classification you use. For the adventuresome there are even such possibilities as dictionaries or International Classifications of Diseases (put out by the World Health Organization, now in its ninth edition).

This project is similar to project 5 in Constructing Social Problems.

Project VI: Controversial Books

Sometimes a book may play a major role in a social problems controversy. It may be written by a major participant in a struggle over the definition of a condition; sometimes both or several sides of of a controversy take their battle to the presses and fight it out in print. One way of observing this kind of process is to examine how books are received by the public and what kind of book reviews they get. In this project you will take a controversial book, find and read all of its book reviews, attempt to identify the authors of the reviews; in short to identify the role of that book in a social problems controversy.

Obviously not all books may profitably be subjected to this kind of analysis. Some books are not reviewed at all; others are written for a "professional" audience and may be reviewed only in their own dicipline (Even there, on a more limited scale, this kind of analysis is possible. There are battles within disciplines too!). Choose a book that you believe was controversial, one that addressed a rather large public. Use the following tools to locate reviews of this book: Book Review Index; Book Review Digest; New York Times Book Review Index: 1890-1970.

The Book Review Digest is especially useful because it gives extracts of numerous reviews. Make sure to consult the volumes for a number of years after the publication of the book. In addition, if the author is a member of an academic discipline, look in the index of literature for that discipline as well (i.e., Sociological Abstracts, etc.).

After reading the reviews, attempt to identify the reviewers. Is their opinion in the book review related to some identifiable position they hold on the issue in Question? Use the following tools to identify the authors of the book and of the reviews: Current Biography; Who's Who in Canada; Canadian Who's Who; Who's Who in America; Contemporary Authors; Biography Index; Directory of American Scholars; American Men and Women of Science; New York Times Biographical Edition; Biographical Dictionaries Master Index.

Current Biography, Contemporary Authors and the NYT Biographical Edition give quite extensive discussion of a person. The Who's Who and AMWS give quite brief background information. Biography Index gives references to any articles written about the person. The Biographical Dictionaries Master Index is a last resort: an index of indexes.

In addition to these, many professional societies publish membership directories. These may usually be found listed under the name of the association in the reference card catalogue.

If the person you are looking for has died: Who Was Who; New York Times Obituaries Index: 1858-1968; Obituaries from the Times: 1961-1970.

If the person has written a book: Cumulative Book Index; Books in Print; Card Catalogue; Library of Congress Author Catalogue.

Just as you are to do on other projects, keep a diary of your work. Note where you found information, which sources were useful, easier to use, more informative. It may be that some persons are almost impossible to identify. They may not be famous enough. That of course is also positive information. A social problems claim may depend on the prestige of its author, and the finding that the author is an unknown person is an important piece of information. Similarly a book review may mean one thing if written by a well known person and something else again if written by an unknown.

Statistics and the Study of Social Problems

Attached you will find an example of the analysis of statistics in the study of social problems. The example deals with the impact of probation and parole programs on the capacity of the criminal justice system.

EDITOR'S NOTE: Four examples were included in original syllabus. Only one is used here for reasons of space.

Each of these studies follows the advice of Kitsuse and Cicourel to view rates " . . . as indices of organizational processes rather than as indices of the incidence of certain forms of behavior . . . For example, variations in the rates of deviant behavior among a given group as reflected in the statistics of different organizations may be a product of the differing definitions of deviant behavior used by those organizations, differences in the processing of deviant behavior, differences in the ideological, political and other organizational conditions which affect the rate making processes."

Each of these studies examines statistics as data about the organizations that produce them, not as data about the external world they supposedly describe. Each study succeeds precisely to the degree that it is able to deny and subvert the officially stated meaning and interpretation of the statistics in question.

I would like each of you to attempt a similar analysis. You may choose any subject or set of statistics that interest you. You need not do any of the projects specified or suggested in the following pages. On the other hand, if you don't have a specific project in mind for yourself, you may want to work on one of the projects described and use the research reports that follow as your model.

Example: Probation, Parole and the Capacity of the Criminal Justice System

Source: Decarceration, by Andrew Scull (especially chapters 3 and 8)

Scull argues that a variety of community based correctional programs, including probation and parole, have been introduced as if they were more effective than incarceration. In fact, Scull argues, these changes have been the result of the fiscal crisis of the state and have been introduced simply as economy measures. There is no evidence that diversion or community based programs are at all effective.

Scull presents a number of tables for England and the United States. (He also discusses community treatment and care of the insane, juveniles, and the aged.) Three of these tables are reproduced on the following page. They permit an alternative interpretation. The effect of the introduction or the extension of community based programs is to increase the capacity of the criminal justice system to convict and criminalize a larger and larger number of persons each year. In each of the tables below the introduction or expansion of a diversionary program is accompanied by a dramatic increase in the number of convictions.

State of Florida (From Figure One, page 48)

Year	Prison Population	On Parole or Probation	Total
1965	7,000	9,000	16,000
1974	11,000	53,000	64,000

The greatly increased use of probation and parole did not result in a smaller prison population at all. It permitted the state to quadruple the number of convicted criminals under the supervision of the state.

England and Wales (Adapted From Table 3-7, page 58)

Year	Convictions	One Year Change
1960	163.4	
61	182.2	18.8
62	203.7	21.5
63	211.7	8.0
64	205.2	-6.5
65	218.4	13.2
66	232.8	14.4
67	242.2	9.4
68	257.3	15.1
69	304.0	46.7
70	322.8	18.8
71	321.8	-1.0

In July 1968, for the first time, England and Wales introduced a parole system. In 1969 convictions jumped 46,700. This is twice as large as any previous yearly increases and four times the average change for all other years shown in the table.

California (From Table 3-5, page 55)

Year	Number Convicted	Number On Probation	Convicted Minus Probation (imprisoned)
1960	24,800	11,000	13,800
61	28,000	12,600	15,400
62	27,000	11,400	15,600
63	28,400	13,500	14,900
64	27,800	14,200	13,600
65	30,800	15,700	15,100
66	32,000	16,800	15,200
67	34,700	20,300	14,400
68	40,500	25,000	15,500
69	50,600	33,200	17,400

In California, sentencing judges are paid by the counties. They may either send a convicted felon to state supported prisons, or may put them on county supported probation. There had always been budgetary pressure to send felons to prison and keep the county costs low. In 1966 the State of California introduced a "probation subsidy." This meant that they would pay a county a certain sum of money for every convicted felon they placed on probation rather than sent to prison. The table shows that this system did not result in any decrease in the prison population (see last column). The increasing numbers of persons on probation permitted the state to convict a larger and larger number of criminals.

You may use this analysis as a model to examine the capacity of the Canadian or Quebec criminal justice system. Can you locate statistics for Canada or Quebec that would permit you to duplicate this analysis, or expand on it? Can you show that the introduction or extension of post-conviction diversionary programs are associated with dramatic increases in the capacity of the system to produce convicted criminals?

You may examine the introduction of new programs (as in the Case of England or Wales) or you could examine expansion of existing systems.

It would be particularly interesting if data could be located on the manpower and budgets of these diversionary programs. How many parole officers are there? Have there been sudden increases in the budgets of these programs?

Here again statistics are being used, not as data about criminality in the population, but as data about the organization of the criminal justice system, as data for an organizational analysis (as recommended by Kitsuse and Cicourel, 1963).

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. SPECTOR

INSTITUTION:	McGill University (Montreal); large university with a total of 16,000 students including students in professional schools; 4,000-5,000 undergraduates in Arts and Sciences.
THE CLASS:	Usual enrollment is 100-150 students; primarily freshmen and some sophomores. There are many non-majors enrolled in the course: many social work students, more than a few nursing students, and increasingly more students who are combined Women's Studies majors. There are two lectures per week with one discussion group session led by a Teaching Assistant. Introductory is a prerequisite.
SUBSTANTIVE ORIENTATION OF COURSE:	I use a labeling theory orientation; social construction approach.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	The most important part of the course is the projects that the students do. It requires students to use parts of the library that they've never used before (i.e., government documents). Because of the greater emphasis on the projects, exams are de-emphasized.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	Social Problems is for me one of my major intellectual interests. I teach it because it's *the* area in sociology that most interests me--it's closest to my research interests.
COMMENTS ON TEXT/READINGS USED:	I don't use a large text but, rather, my own book to get the theoretical orientation and paperbacks. A great many of the readings that students get in social problems talk down to them--they are usually boring and insulting to the students. The books I assign are more difficult. I steer away from books intentionally designed for teaching and use instead books written by non-sociologists (primarily journalists) such as: *Myth of the Hyperactive Child*, *Women and Words*, etc. None of these are intended for students in a social problems course--but they contain a wealth of factual material.
NEXT TIME AROUND:	Every year I try to educate myself on a new area I can add in to the course--this year it's sexism and language. A problems course has to change constantly because changes occur every year. New topics that weren't very important last year are important now; issues change. I can't use the same material over again. I find I'm devoting less and less time to theory and more time to social problems.

Prof. Spector (continued)

HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	Social Problems is different because students want you (the teacher) to tell them the solutions to society's problems--the professor is under pressure to know a great deal and have answers to questions. And when the professor doesn't have the answers, he must be able to discuss and defend why he doesn't have those answers. What is special about problems is part of the subject matter itself. Part of the definition of social problems is that they require solutions. I try to make it clear to the students that that demand on sociologists is part of the study of social problems--a cure for the ills of society. This is true in other sociology courses but especially true in social problems.

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Sociology 120
Urban Social Problems
Spring, 1977

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Course Requirements

Reading and Written Work: The required reading consists of three books; these are listed in the course syllabus. All three are available in the bookstore and on library reserve. There are three written assignments: (1) take-home midterm (due May 9); (2) take-home final exam (due June 14); (3) term paper (due June 10).

Term Paper: The paper will be due in class on Friday, June 10, 1977. (Note that this is before the final exam is due.) The student should select a sociological problem relevant to the concerns of this class, construct an argument which elucidates that problem, and present evidence relevant to that argument. The required readings and course lectures should suggest a variety of specific topics. In case of uncertainty, consult the instructor; students may be graded down for working on irrelevant topics. Length: 12-15 pages.

Grading: The course grade will be weighted roughly as follows; midterm, 30%; final exam, 30%; and term paper, 40%.

Special Note: To enable students to work in a low-pressure setting, I am giving no in-class exams. My hope is that students will take this as an opportunity to improve their writing. I have read hundreds of student exams and papers at UCSD; in my experience, about half of all students have serious writing deficiencies and only one student in ten is really free of writing problems entirely.

Course Syllabus

NOTE: The headings below and on the following pages outline the approximate order of course lectures, and subdivide the required readings according to specific topics. In the Cities in Change reader, specific substantive pieces are called "selections" and groups of selections, "chapters." In this reader, students are not specifically asked to read "chapters" 1 or 9, or the prefaces to "chapters" 2 through 8. Nonetheless, doing so might be a good idea, as a general orientation to this book.

1. The intellectual backdrop: America's anti-urban heritage and social problems fetish

Required: John Walton & Donald Carns (eds.), *Cities in Change*, Second Edition, selections 1-2, 5-9.

Supplementary: Morton and Lucia White, *The Intellectual Versus the City*.
Maurice Stein, *The Eclipse of Community*.
Don Martindale, "Prefatory Remarks," in his translation of Max Weber, *The City*.
Leon Bramson, *The Political Context of Sociology*.
Henry Finney, " A Polemic on Deviance and Disorganization in Urban Areas," *Berkeley Journal of Sociology*, 1965.
C. Wright Mills, "The Professional Ideology of Social Pathologists" in his *Power, Politics and People*.

2. Urban subcultures: the funky, the dull, and the troubling
Required: Walton & Carns, Cities in Change, selections 19, 20, 15, 18, 16, 13, 31, 10, 12, 11, 17, 33.
Supplementary: William Whyte, Street Corner Society.
Todd Gitlin & Nanci Hollander, Uptown.
Louise Howe (ed.), The White Majority.
Joseph Howell, Hard Living on Clay Street.
Charles Silberman, Crisis in Black and White.
(Otto Kerner, Chairman), Report of The National Advisory Commission on Civil Disorders.

3. Governance and political structure in modern cities
Required: Walton & Carns, Cities in Change, selections 28, 30, 14, 29, 21, 22, 27.
Supplementary: Robert Caro, The Power Broker.
Herbert Gans, The Urban Villagers.
Jane Jacobs, The Death and Life of Great American Cities.
Martin Anderson, The Federal Bulldozer.
Nathan Glazer, "The Renewal of Cities," Scientific American, Sept., 1965.
Jewel Bellush & Stephen David (eds.), Race and Politics in New York City.

4. The larger picture: how cities got that way and how they could change
Required: Walton & Carns, Cities in Change, selections 40, 32, 38, 37, 39, 24, 25.
Supplementary: Richard Sennett, Families Against the City.
Almont Lindsey, The Pullman Strike.
David Brody, Labor in Crisis.
William Preston, Aliens and Dissenters.
Anthony Platt, The Child Savers.
Joseph Gusfield, Symbolic Crusade.
Allan Spear, Black Chicago.
St. Clair Drake & Horace Cayton, Black Metropolis.
Harold Baron, "Black Powerlessness in Chicago," Trans-Action, Nov., 1968.
Mike Royko, Boss.
U. S. Senate Committee on Government Operations, Property Taxation: Effects on Land Use and Local Government Revenues, Washington, D. C., February 24, 1971.
Gabriel Kolko, Wealth and Power in America.
Philip Stern, The Great Treasury Raid.
Lee Rainwater, "The Revolt of the Dirty Workers," Trans-Action, Nov. 1967.

5. Race relations theories: old confusions and new models
Required: Robert Blauner, Racial Oppression in America, Part One.
Supplementary: Herbert Blumer, "Race Prejudice as a Sense of Group Position," Pacific Sociological Review, Spring, 1958.
Jerome Skolnick, The Politics of Protest, Chapter 5.
Stanford Lyman, The Black American in Sociological Thought.
Nathan Glazer & Daniel Moynihan, Beyond the Melting Pot.
Oscar Handlin, The Newcomers.
Joyce Ladner (ed.), The Death of White Sociology.
William Tabb, The Political Economy of the Black Ghetto.
Charles Sackrey, The Political Economy of Urban Poverty.
Raymond Franklin & Solomon Resnik, The Political Economy of Racism.

6. Schools, welfare, and criminal justice: gatekeepers and victim-blamers
Required: Blauner, Racial Oppression, Part Three.
Supplementary: William Ryan, Blaming the Victim.
Ralph Nader, Unsafe at Any Speed.
Oscar Lewis, Five Families and La Vida.
Charles Valentine, Culture and Poverty.
Herbert Kohl, 36 Children.
Robert Rosenthal, Pygmalion in the Classroom.
David Rogers, 110 Livingston Street.
Jacobus TenBroek, "The Two Nations," in Jerome Skolnick & Elliot Currie (eds.), Crisis in American Institutions.
Frances Fox Piven & Richard Cloward, Regulating the Poor.
Jerome Skolnick & Thomas Gray (eds.), Police in America.
Herbert Packer, The Limits of the Criminal Sanction.
Steven Deutsch & John Howard (eds.), Where It's At.

7. Black culture: weak or strong?
Required: Blauner, Racial Oppression, Introduction to Part Two, and Chapter 4.
Supplementary: Elliot Liebow, Tally's Corner.
Charles Keil, Urban Blues.
Lee Rainwater & William Yancey (eds.), The Moynihan Report and the Politics of Controversy.
Douglas Davidson & Samuel Kaplan, (exchange on Liebow's Tally's Corner), Berkeley Journal of Sociology, 1969.

8. The Chicano situation: colonialism in the Southwest
Required: Blauner, Racial Oppression, Chapter 5.
Supplementary: Carey McWilliams, North from Mexico.
Rodolfo Acuna, Occupied America: The Chicano's Struggle Toward Liberation.
Mario Barrera et al., "The Barrio as Internal Colony," in Harlan Hahn (ed.), Urban Affairs Annual Review, vol. 6 (1972).
Stan Steiner, La Raza: The Mexican-Americans.
Ronald Taylor, Chavez and the Farm Workers.

9. The suburban city: its special features
Required: Robert Fellmeth, The Politics of Land, Chapters 1-3, 8-12, and related appendices (esp. 1D, 2B, 3B, 3C, 9A, 10A, 11A, 11B, 12A).
Walton & Carns, Cities in Change, selection 23.
Supplementary: Robert Fogelson, The Fragmented Metropolis.
Karl Belser, "The Planning Fiasco in California," Cry California, Summer 1967.
Karl Belser, "The Making of Slurban America," Cry California, Fall 1970.
Robert Ontell, The Quality of Life in San Diego (publ. by the Urban Observatory).
Bennett Berger, Working-Class Suburb.

10. The suburban city: political and cultural opposition
Required: Fellmeth, Politics of Land, Chapters 4-7 and Afterword.
Walton & Carns, Cities in Change, selection 34.
Supplementary: Raymond Dasmann, The Destruction of California.
Alfred Heller (ed.), The California Tomorrow Plan.
Dan Luten, "Progress Against Growth," Sierra Club Bulletin, June 1972.
Warren Johnson, "The Case Against Mid-Century Spread," Sierra Club Bulletin, June 1974.
Carl Pope, "Growth and the Poor," Sierra Club Bulletin, April 1975.
Peter Morrison, "Americans' Endless Migration," Sierra Club Bulletin, April 1976.

Study Questions for Midterm Examination

NOTE: This list indicates the kinds of issues students will be asked to discuss on the midterm. They are not necessarily the precise questions which will be asked. Students may bring one (8-1/2 x 11) page of notes into the exam room. No other notes or books will be allowed.

1. American sociology and European sociology have typically approached urban social problems in very different ways. What are the important differences here and what are some of the sources of these differences? (Or: compare and contrast the urban theories of Robert Park and Louis Wirth with that of Max Weber).

2. Compare and contrast the social histories in urban America of immigrants from Europe and black migrants from the South. Why was the initial influx of blacks from the South concentrated in wartime? What are some of the institutional mechanisms underlying the growth of racial bifurcation and black exclusion in the urban North?

3. The instructor argued that the social benefits of racial discrimination are differently distributed among various sectors of the white community, and that this fact accounts for variation in racial attitudes within the white community. Do you agree with this analysis? Why?

4. How was private profit structured in the 1949 federal urban renewal legislation and the 1969 federal housing rehabilitation legislation? What have been some central consequences in each case?

5. What have been some of the central consequences of urban renewal for those living in areas later renewed?

6. Jane Jacobs argues that orthodox city planning (and especially massive urban renewal) undermines city diversity. How does it do so? What kind of city planning could enhance urban diversity?

7. The property tax is the major source of local government revenue in the United States. What are some important consequences of government reliance on this form of taxation? What are some alternative forms of government revenue and their consequences?

8. Why is the property tax a particularly regressive form of taxation in California?

9. The total cost of local government in the United States has risen enormously in recent years. Which aspects of local government spending have increased the most? What do the new patterns of spending suggest about urban politics?

Study Questions For Final Examination

NOTE: This list indicates the kinds of issues students will be asked to discuss on the final exam. They are not necessarily the precise questions which will be asked.
Students may bring one (8-1/2 x 11) page of notes into the exam room. No other notes or books will be allowed.

1. Distinguish racial prejudice and racial discrimination. Review and evaluate the arguments on their relative importance in contemporary American race relations.

2. How does Blauner define institutional racism?

3. Four structural models have dominated the sociology of American race relations: assimilation, caste, class and colonial. Briefly describe each of these analytical frameworks. Name leading proponents of each.

4. Review and evaluate the critiques of the assimilation model made by Blauner and by Franklin and Resnik.

5. Compare and contrast the caste, class, and colonial modes. Where do they converge, and where diverge? Which model seems strongest and why?

6. Summarize the major black/white economic differences discussed by Franklin and Resnik. From which sectors of the economy is black income primarily derived in contemporary America?

7. Why does Blauner consider the McCone Commission report on the 1965 Watts riot a "whitewash"? Do you agree?

8. Did the voir dire in the Huey Newton case succeed in uncovering "racism" in the courtroom? Why?

9. Discuss the dilemmas of liberalism as a racial posture, as revealed by events of the last few years on college campuses.

10. Explain the notion of caretaker institutions as applied by the instructor to American race relations. Describe and evaluate the impact on the black ghetto of primary and secondary education, public welfare agencies, and the criminal justice system.

11. Review and evaluate the social science dispute over black culture. How does Blauner link black culture and black politics?

12. Compare and contrast the Chicano and the black experiences in the United States, within the context suggested by the colonial model.

13. Distinguish the suburban city from the ordinary city. Name five suburban cities.

14. The emergence of Los Angeles as the great metropolis of Southern California was not inevitable. Why, then, did it happen?

15. What makes California different from most other states in this country? Is California the wave of the future?

16. Identify the major public subsidies available to California agribusiness.

17. The suburban city is automobile-centered in transportation and developer-centerd politically. What accounts for these two special features of the suburban city and what are some consequences of each?

18. Analyze the development of the eastern and western ends of the Antelope Valley north of Los Angeles, as described by Fellmeth.

19. What is wrong, according to Fellmeth, with the government reports justifying the California Water Project and the Palmdale airport?

20. Political opposition to the suburban city has been mounted by environmentalists and others. Review and evaluate the policy proposals and the social character of this movement.

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Sociology 33
Social Problems: Institutions in Crisis
Fall, 1973 and Spring, 1974

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Interoffice Memorandum

Date: March 1, 1973
To: Sociology Colleagues in the Behavioral Science Department
From: Dr. Martin E. Danzig
Subject: Syllabus for Soc. 33, Social Problems: Institutions in Crisis

The course on Social Problems is designed to meet the needs of the beginning student in Sociology with the planned approach of understanding some of the difficulties challenging modern American Society. The institutional approach is utilized in this course, thereby making it possible to broaden the identified problem and to analyze the need for change in social policy.

The course material begins with a basic orientation to the most prevalent social-ills, such as those problems that are attributed to the failure of the socializing institutions; namely the home, the school and the religious agency. Due emphasis is given to conflict and social change more than to that of stability and integration. Hence the meaning of the problem is interpreted from its impact on people, the individual or the various groups, rather than its onset and effect on the social structure.

For the purposes of the syllabus, almost all of the Social Problems have been listed, based upon the prevailing literature in the field. Realistically only five to ten problem-areas may be covered in one semester without diluting the relevance and the significance of the material covered. The selection is the privilege of the faculty member who in doing so must remember to hold intensive discussions with the students involving and sharing with them the kinds of problems that most interest them.

Course Syllabus for Social Problems: Institutions in Crisis (3 credits & 3 hrs. per wk.)

Description:

An investigation of the current social-ills facing American Society. Areas of analysis will include perspectives of the major conflicts and social change that are challenging the institutions in the community. Each problem is approached as a crisis facing a particular institution and the suggested solutions in reality are the appropriate changes in policy that are needed to resolve the problem.

Proposed textbooks: Available texts include:

1. Paul B. Horton and Gerald R. Leslie. *The Sociology of Social Problems*. New York: Appleton-Century-Crofts, 1970.
2. Paul B. Horton and Gerald R. Leslie. *Studies in the Sociology of Social Problems (A Reader)*. New York: Appleton-Century-Crofts, 1970.
3. Howard S. Becker, Editor. *Social Problems*: *A Modern Approach*. New York: John Wiley, 1966.
4. Robert K. Merton and Robert A. Nisbet. *Contemporary Social Problems*. New York: Harcourt, Brace and World, 1966.

Rationale:

Students are puzzled by the multiple problems challenging American Society. Frequent questions asked are: Why do these problems occur? How can they be resolved? A better understanding of the problem may be achieved by studying the conflict and social change occurring in the various societal institutions. The solution to a particular problem may then be approached by testing suggested changes in the institutional policies.

Course Objectives:

It is anticipated that the student will achieve the following objectives:

1. Know the underlying theory governing each major problem-area.
2. Understand the theoretical framework of each problem-area so that the massive data can be made meaningful by fitting it into a particularized theory.
3. Become aware that theory and research are fundamental to the understanding of Society's problems.
4. Distinguishing between scientific facts and popular opinions based upon the individual's cultural value system.
5. Differentiate the primary approaches, such as, Social Disorganization, Personal Deviation and Conflict in Values, that account for most societal social-ills.
6. Recognizes the processes of Conflict and Social Change that block the resolution of the problem.
7. Identify some appropriate policy changes that necessitate the resolution of the Social Problem.

Method of Teaching:

A basic period of orientation, varying from two to three weeks, is devoted to lecture-discussions. Students are then assigend, individually or in panel groups, to present orally one of the selected Social Problems.

Outside speakers and films are used whenever they are appropriate and available for the course.

Method of Evaluation:

Periodic written tests are given every 3 or 4 weeks. Mid-Semester and End-Term evaluations are discussed with students in order to assess the course content, oral presentations, and the utilized textbooks. A final written examination is administered at the end of the Semester.

Course Outline

1. Introduction

- What is a Social Problem?
- Some fallacies: Natural and Inevitable; Abnormal; Bad People cause them; It will solve by itself.

2. Sociological Approaches to the Study of Social Problems

- Social Change
- Cultural Relativity
- Learned Behavior
- Three Major Approaches: (1) Social Disorganization; (2) Personal Deviation; (3) Value Conflict.

3. Identification of Social Problems

- Collection of Appropriate Data
- Interpretation of Data
- How to spot lies, half-truths or distortions of data
- Reliability and Validity of Collected Data

4. Vested Interests and Pressure Groups

- Characteristics of Pressure Groups
- Use of Propaganda
- Vested Interest Groups
- Common Propaganda Devices

5. The Family

- Uncertain courtship and dubious marriage
- Pre-marital pregnancy
- The increased incidence of divorce
- Extramarital relationships
- Abortion: natural or induced
- Changing mores in family life

6. Education and the Schools

- Pressures exerted and conflicts experienced
- Changing Task of Education
- Obsolete Buildings and Overcrowded Classrooms
- Inadequately Trained Teachers for Urban Society
- The Role of Government in Education
- Curriculum: What should be taught; The challenge to Academic Freedom; The Changing College Student; Educating the impoverished.
- Current Issues: Open admissions, Affirmative Action and Community Control.

7. Religion in American Society

- Religious Problems Challenge the Community
- Are we an atheistic or religious society?
- Differences within the religious institution: fundamentalism vs. modernism
- Controversy over religion in the public school
- Problem of taxation of religious institutions
- Inter-religious institutional relationships
- Controversial issues: Divorce, abortion, birth control, and gambling
- Parochiade -- financial help for the parochial schools

8. Ethnic, Cultural and Racial Groups in American Society

- Understanding prejudice and discrimination
- Theories of the cause of prejudice
- Minority group reactions to prejudice: from acceptance to protest
- Approaches to group tensions
- Some trends in current race relations
- The search for integration in Education, Employment and Housing
- From desegregation to Separation
- Are we facing an impossible revolution?

9. Civil Rights and Civil Liberties

- The American tradition of a free society
- East-West conflict and its impact on American democracy
- Some leftist ideology and challenging tactics
- Congressional reactions to the posed threat of Communism
- Political Contrasts: The Radical Right vs. the New Left
- Current Issues in Civil Liberties
- Organizations in the forefront of Civil Liberties
- Some suggested approaches to resolve the existing conflict

10. Poverty and Affluence: Social Class Polarization

- Dimensions of Poverty
- Some Problems of Definition of Poverty
- American Poverty Patterns
- The Problems of Public Welfare
- Legislation designed to combat poverty
- Current Trends that tend to perpetuate poverty
- Government Role in the War on Poverty

11. Crime and Delinquency

- What is crime?
- Extent of criminality
- Types of crime committed
- Trends: Increased rate of crime
- White-collar crime
- Organized crime
- Theories in criminology: Biological, psychological and sociological studies
- Suggestions for the elimination and prevention of crime

12. Social Pathologies

a. Mental Illness: Nature and magnitude of problem; Social factors in the diagnosis and treatment of M. I.
b. Alcoholism: Dimensions of the problem; Cultural and social factors.
c. Gambling: Social and communal; Conflicting policies; Social and cultural determinants.
d. Drug Addiction: A growing disaster for American Society; Tremendous social and financial costs; Treatment and resolution.
e. Sexual Pathology: Sexual deviancy and prostitution; Homosexuality: An accepted way of life or condemned deviancy?; Other sex pathologies; Some suggested solutions to the social pathologies.
f. Suicide: Self-destruction: A form of deviant behavior; Social Researchers: Durkeim, Zilboorg and Simpson; Comparative Rates: Scandinavia, Eastern Europe versus Ireland and Latin America; Preventive measures.

13. Health and Medical Care

- Appraisal of illness and health
- Adequacy of medical care
- Some major shortcomings in the health field
- The National Health Insurance Plan
- Reactions to Socialized Medicine
- Suggested changes in the delivery of health services
- Role of government in the health field

14. Population and Urban Growth

- Population growth
- Malthusian and Neo-Malthusian theories
- Change due to migration patterns
- The population explosion
- The emergence of the urban metropolitan region

15. Urbanization and Metropolitan Regionalism

- Growth of urban cities
- Emerging urban problems
- The Flight from the cities
- The new suburbia
- Major social changes challenging urban America

16. The Crisis of Mass Society

- Alienation in the Big City
- Causal Factors for alienation: The Technological Revolution; The Managerial Revolution; Loss of Creativity in the Work Ethic; Freudian Ethic replaces the Protestant Ethic.
- Consequences of Industrialization, Mechanization and Automation
- Creating a new Social Pattern for city and urban living

17. Pollution and the Ecology

- Polluting the atmosphere
- Industrial smoke, cars, and planes
- The shortage of good, clean water
- Noise threatens health
- Pesticides endanger our food supply
- Perspectives for amelioration and saving the environment

18. American Agrarian Society

- New rural problems emerge in the 70's
- The changing farm population
- The disappearing rural village
- Industrializing the farm
- Migrant farm workers
- Rural Poverty, physical health and mental illness

19. Violence: The Eruptive Social Conflict

- Perspectives on violence
- Social factors in civic disorders
- Federal Study: Commission on the Causes and Prevention of Violence
- Student involvement in social disorders
- Outlook for the future

20. War and Peace Today

- Extensive War following World War II
- Costs of War: Human Misery and Staggering Billions
- Who is fighting?
- The social aspects
- Peace and War Prevention
- Towards a permanent peace

21. The Sociology of Social Problems

- Analysis of social problems
- The inconsistency between social standards and social conditions
- Manifest social problems and latent social conditions
- Contrasting value-systems: activist and fatalist with the resulting conflicts
- Social disorganization and the breakdown of the social structure
- The deviant personality, the nonconformist and the outright rebel
- Conflict theory as a method of analysis
- The contributions of Sociology

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Sociology 103
Social Problems

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Course Objectives

The objectives of this course include those of making students aware of some criteria for defining a social problem, an analysis of contemporary social problems which exist in society, as well as a first hand opportunity to observe how institutions, agencies, and organizations have responded to these social problems and what this response has brought.

Course Requirements

Required text: Social Problems by Michael McKee and Ian Robertson. There will be FOUR QUIZZES based on classroom discussion, the chapters in the text, handouts, films, and data gathered from resource persons. These quizzes are designed to enable you to apply the concepts, ideas and issues discussed in class to a practical situation that presently exists in society. (Example: The Citizens Action Committee has asked you to write a column for its monthly newsletter on poverty in the United States. Based on your readings, class discussion, the film Hunger in America, and personal observations briefly discuss the causes of poverty, the nature and extent of poverty in the U. S., programs used by the government and private agencies to deal with poverty, as well as your own solution for reducing or eliminating poverty.)

You may also be asked to write TWO SHORT POSITION PAPERS, dealing with a contemporary social problem. These papers are to be no longer than two typed pages and are designed to support a position that you have developed relative to the social problem. Example: The town planning commission is quite concerned over the matter of over population. Some members of the commission feel that the only solution is that of killing the aged and infirm. How would you react to that proposition?

Field Work Project

A major aspect of the course is that of the field work project. Your assignment will be that of choosing a social problem that you would like to research in the hope of gaining further knowledge on a particular topic. After deciding on a topic and becoming familiar with resource materials relevant to further investigation, you will then choose one or more agencies in the community and find out what they are doing to remedy this situation. This part of the assignment would be best accomplished by visiting the agency or agencies in question and interviewing individuals involved in its work. You will be looking at the agency in terms of how it functions, its structure, program-objectives, short-term/long-term goals and other critical matters.

Your assignment is to present your findings in finished form in terms of a paper which is typed, double spaced, with an introduction, list of references, conclusions, and your own recommendations and implications for the future. Please note that as part of the field work assignment you are also being asked to present your major findings, conclusions, and other pertinent data ORALLY IN CLASS. The approach you use to present this project is up to you. However, it is suggested that you present the material in a way which is meaningful for all parties concerned. The use of outside personnel as guests such as directors of agencies, staff workers, etc., is certainly worthwhile and encouraged.

Class Participation

A great deal of discussion will center upon contemporary social problems. The success of our efforts will depend upon a careful examination of a number of issues critical to an understanding of this area. Your findings, comments, and suggestions are extremely important to the success of the class. Therefore, it is important to attend each class session.

Course Outline

Week 1 -- Overview of the course, course requirements, methods of evaluation, a chance to unfold, towards an understanding of social problems, coming up with a working definition of a social problem, analyzing social problems from a theoretical perspective, social disorganization, value conflict, deviance, a practical application of these theories through discussion and presentation of film Future Shock and relevant materials. Read Chapter I.

Week 2 -- A discussion of various methods for conducting research on social problems such as case study, field work project, experiment, etc. A re-examination of field work assignment emphasizing nature and scope of the research to be done, type of possibilities available, and other related items. An opportunity to discuss proposals with others in class and discussion of various approaches to studying population such as Malthus' Essay on the principles of population. Why was it such a gloomy prophecy? Does it have any application today? Differing attitudes toward population. Value orientation, nationalistic feelings, religious objections, preoccupation with other problems, lack of education to develop an awareness of problem and alternatives. An analysis of key terms dealing with population. Demography, death rate, birth rate, fertility rate. What is the practical application of these terms for society? A comparison of population growth in selected countries. An examination of the consequences of population growth. Ecological consequences, economic consequences, political consequences, education consequences, health consequences, possible methods of population control. Family planning, economic and social incentives, outright coercion. Guest resource persons: National Organization for Non Parents. Motto -- "None is Fun." Right to Life. Discussing right to life for all children. Films: Hunger in America (documents conditions of 10 million Americans who go hungry every day; population; America's future) discusses commission finding on population prospects for the future. Read Chapter II.

Week 3 -- Is the family disintegrating? Is the family really dying or changing in scope? Do alternatives to the traditional family exist? Where? An understanding of some key terms when dealing with the family such as nuclear family, extended family, family of orientation, family of procreation. Characteristics of nuclear and extended family. Approaches to studying the family. An analysis of some causes of family disorganization, alternatives to the traditional family structure, kinship and communes. Group marriage, the ideal marriage, public attitudes towards alternatives to the traditional family structure. Violence in the family. Child abuse and neglect, wife/husband abuse. Prospectives for the future. Guests: Representative from Parents Anonymous to discuss child abuse and neglect. Members of Tori to discuss communal and collective behavior. Films: The Right to be Different, Four Families, Sandy and Madylyn. Read Chapter XII. Quiz #1.

Week 4 -- Are workers really alienated from their jobs? Are they treated as nothing more than commodities rather than people? Do workers have the right to demand changes in their jobs such as widening of responsibilities, elimination of repetitive tasks, rotation of duties, consultation and related items? Approaching the problem from a historical perspective. A glimpse of what various societies have done in this regard. The meaning of work in America. Are there typical American value orientations towards work? Composition of the work force. Causes of worker alienation. Proposals to reduce worker alienation. General food plant experiment. Other alternatives, prospects for the future. Film: The Sellings of the Pentagon, None of My Business. Read Chapters VI and VII.

Week 5 -- A communications revolution has taken place and yet little is known of the social consequences. Television for example has a vast audience of viewers who on an average watch between 25-49 hours of viewing every week. Yet many of these viewers can't read or write with any degree of efficiency. What type of attitudes, values and skills are inculcated via the media? Are we raising a group of young people who can't think for themselves, reason, or critically write their thoughts on paper? Must everything be visualized to be effective? What role if any should the mass media have in society? The media have been criticized for biased reporting, undesirabe role models, deviant behavior, rioters, etc. Is there any merit in these criticisms? A look at various media such as newspapers, radio, etc. The media in other countries -- a comparison. Effects of advertising, politics on the media, objectivity and media responsibility, prospects for the future. Film: To be seen and discussed -- "Network"; also a guest from one of the TV stations to discuss impact of media on our lives. What types of problems and concerns exist with the media? What is the responsiblity of the media to the public? Read Chapter V. Quiz #2.

Week 6 -- The existence of poverty has not always been regarded as a significant social problem. It wasn't until 1964 that the topic of poverty was given any credence by the social scientists. Michael Harrington's work on The Other America was a powerful force dealing with the plight of the poor. Over 25 million Americans were so poor they were entitled to food stamps. One of the most shocking features of poverty is that it exists along side of abundance. Emergence of poverty. Problems in arriving at a working definition of poverty. Views of the poor, how the poor survive, who are the poor? Why does poverty exist? Economic, cultural, and political factors. Problems built into the present economic system. Policy choices and prospects for the future. Eliminating discrimination, creating job opportunities, training and education, reform of welfare system, redistribution of wealth, adopting negative income tax, organizing for change. Guest: Representative national welfare rights organization, representative IRS, certified public accountant and others. Reprints: Welfare Life Styles -- Myths and Facts U. S. Department of H. E. W. Read Chapter VIII.

Week 7 -- In 1963 less than 2% of Americans felt that crime was a serious problem in this country. Yet in 1968 over 65% of Americans regarded crime as our most serious problem. Defining crime. Types of crimes. Misdemeanor, felony, incidence of crime among population groups. Problems with crime statistics. What do the uniform crime reports tell us? What don't they tell use? Types of crime -- situational, habitual, professional. Cause of crime, labeling theory, differential association theory, and mid theory. Major forms of crime. Victimless crime, white collar crime, violent crime, organized crime, police, courts, correction, probation, parole, likely directions for reform. Increasing attention to white collar crime, repeal of some laws against victimless crimes, new programs in correctional institutions, use of behavior modification rewarding "good behavior," alternatives to total institutions short-term furlough, work release, halfway house, community treatment, personnel, higher levels of knowledge, expertise, initiative, etc. Research, money, responsibility for change. Field visit: Wayne County Youth Home, representative as guests from Wayne County Neighborhood Legal Service and others. Film: The Tunnel, Prison in the Streets. Quiz #3. Read Chapter XIV.

Our country espouses an ideology which permeates equality of opportunity, humaneness, a genuine sensitivity to the needs, desires, and unique potential of everyone. Yet in spite of these ideas there is an unequal distribution of wealth, power, and status which tends to follow along racial and ethnic lines. What is meant by the terms prejudice, discrimination, race, racism, reverse racism, institutional racism, stereotype, epithet, amalgamation, pluralism, ethnocentrism? What is the myth of the melting pot? How are minorities treated in this country? Possible areas for future change. Can prejudice and discrimination ever be eliminated in this country? Guests: Representatives NAACP Civil Rights Commission, Detroit Roundtable and others. Films: Is It Always Right to be Right? Confrontation, Black-White Uptight, Bill Cosby on prejudice, Red, White, Blue, and Black. Read Chapter.

Week 8 -- Critics charge that American schools, instead of serving as an avenue to social mobility, perpetuate economic, and racial division. Although billions of dollars are spent in the schools each year they seem to be failing in their most basic tasks. Illiteracy common, particularly among poor, whites, and middle class continue to receive more schooling (and in many instances better schooling) than minorities and lower classes. What are the social functions of the school? Are there differences in the quality of education one receives based on social class, race? How effective have programs for equal education been such as compensatory education, head start, bussing, education innovations such as vouchers, performance contracting, open education, and others. What factor have tests and testing played in permeating inequality in schools. Possible solutions, community control, redistribution of revenue, vouchers, quotas, and others. Film: Children Without, Social Psychology. Guests: representatives from Detroit Schools to discuss decentralization and the community. Others from other districts to discuss role and responsibility of nations' schools. Read Chapter X.

Week 9 -- How does it feel to be old in the country of the young? Are the elderly the forgotten generation? Discuss what is meant by the concept ageism? Look at the problems of the elderly which can include loss of health, loss of function, discrimination, poverty. What groups have been instrumental in trying to bring about change? Guests: representative from Grey Panthers, also Wayne State University School of Social Work discussing geriatrics as a major focus. Examine the concept of death and dying. What stages are involved in this process? What about the high cost of dying? Is it really cheaper to live than to die? Should one prepare for this event? Possible future developments. Nursing homes, planned communities for retirees to discuss alternative planning for future. Read Chapter XIII.

Week 10 -- One of the main reasons for a person's survival on this earth is the unique ability to alter the environment to suit one's needs. However, in recent decades we have been altering the environment at a rate that could turn this asset into a liability. Here in the U. S. A. we have 6% of the world's population and consume 40% of its resources. A look at some causes of the deteriorating environment. Air pollution, water pollution, despoiling the land, chemicals and pesticides, radioactive wastes. Prospects for the future. Attempts at alleviating problems. Guests: from local city planning commission discussing its role in combating the problem. Representative from auto company discussing clean air and clean air act. Read Chapter III.

Week 11 -- Finish up discussion of Chapter 3. Quix #4.

Week 12 -- Pass back results of Quiz #4, focusing on the future.

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. BRAMSON

INSTITUTION:	Wayne County Community College (Detroit, MI); urban community college; 8,500 students.
THE CLASS:	Typical enrollment is 40-50 students; primarily non-traditional students from varied backgrounds whose average age is 27; some majors. Introductory or Social Science is a prerequisite.
SUBSTANTIVE ORIENTATION OF COURSE:	I use a strong base of 4-5 approaches (value conflict, etc.); practically oriented.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	The students usually start the course with the feeling that they can't do anything about social problems. Through the course they get out into the community to see what's actually happening and become action-oriented. They come out of the course believing that something can be done about social problems.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	The students and the wide range of student backgrounds. I always learn something new from my students.
COMMENTS ON TEXT/READINGS USED:	Because some students lack reading and writing skills I use role playing and simulation gaming in the course. I get verbal as well as written responses and evaluations.
NEXT TIME AROUND:	The use of resource people from the community is extremely important in this course and I would like to videotape these resource people and the exchanges with the students; keep these as a visual record.
HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	I see sociology as sequential; problems is not so separate and distinct. It is a natural augmentation to the introductory course--getting into issues and concerns.

Prof. Nancy Wendlandt Stein
Normandale Community College
Bloomington, Minnesota 55431

Sociology 106
Social Problems

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Course Objectives

1. Acquire an enriched understanding of social problems and prospects for "improving" them.
2. Become familiar with sociological frameworks used to analyze social problems.
3. Understand social trends and factors affecting social problems.
4. Understand the inter-connectedness (or "web effect") of various problems.
5. Understand contrasts between sociological perspectives and *common sense* and *mass media* views of social problems.

Class Format

In order to achieve these goals, the course will use TEXTBOOKS for background reading and as a source of data.

Poplin's *Social Problems*--a general text.
Bagdikian's *The Information Machines*--a case study of one specific social problem and its impact on mass media and society.

Optional: a dictionary of sociological terms.

Other materials will be on reserve; we will also have access to mass media products.

Class sessions will be used to discuss and expand on readings, explore local examples of social problems through use of mass media coverage. (Class--Mon., 12:30--2:30 and Wed., 12:30--1:30).

Assignments and Projects

Short assignments--to acquaint you with resources, gather "data" to be analyzed by class, develop individual projects, etc.

"Real-world" research--possible field trips to observe impact of social problems and efforts to deal with them.

Individual projects--on a social problem of student's choice--using frameworks provided in class. We will analyze several problems using this framework before students undertake projects. (See below for details on project.)

Student Responsibilities

1. Keep up to date on readings.
2. Display intellectual curiosity about subject.
3. Display general and academic courtesy toward other class members.
4. Develop own project (details later).

Evaluation Policies

Grading will be based on all aspects of the course using the following format:

100 points	from two 50-point quizzes plus option of a makeup
100 "	from paper-project
20 "	from class participation/attendance
50 "	from short class assignments
80 "	from final exam
350 points	

Generally, 90% will be considered "A" work; 80%, "B"; 70%, "C", etc.; but definite grade indications will be provided for each quiz, assignment, etc.

Class Outline

This general progression will be used for the class, with specific assignments provided at the beginning of each mdoule.

I. Introduction to Study of Social Problems and Frameworks
II. Deviance Perspectives
    QUIZ I: projected date, Thursday, April 20
III. Disorganization Perspectives
    QUIZ II: projected date, Thursday, May 11
IV. Global Disorganization (covered on final)
V. Individual Projects
VI. Future Social Problems
VII. Sharing of Project Results

FINAL EXAMINATION (comprehensive)--tentative date: Friday, June 9, at 11:00 A.M.

Details on Required Project

Topic: the choice is yours. . . . in fact, that is an important part of the assignment. It could be a subarea of some topic covered in class, or something that we didn't even get involved in. A major task for you is to narrow down the topic. For example, don't do "drug abuse." You'd be better off with "drug abuse among suburban housewives in Minneapolis."

Research: The Reader's Guide to Periodical Literature is a starting place as well as the Index to Social Science Publications. On newspaper articles, there is also a special index in our library. Please be kind to the library staff and yourself by starting your research early.

Paper format: Papers will be normally from 7 to 10 pages (double spaced typed); papers must be typed or neatly handprinted.

Papers due: 1st session of 8th week. Proposals due: about 6th week. Late papers will be graded down for each class day late 5 points. Incompletes on the basis of unfininshed papers must be arranged a minimum of one week before end of class, and incompletes will be discouraged and seldom given (for your own benefit). KEEP A COPY OF YOUR PAPER, or the rough notes, in case it gets lost, etc.

Paper content: The following topics MUST be covered in your paper. I suggest that unless there is a very strong reason, that you follow the outline suggested here. In fact, heading each section with appropriate roman numeral and then discussing the topic is preferred. In rare cases, this outline may not work for your topic. In such cases, you may submit an alternative outline. Include point values, areas covered, and rationale for using alternative. Two copies of this MUST be sumbitted with proposal. One will be returned to you.

I. THE PROBLEM: Simply name your problem as specifically as possible.

II. THE OBJECTIVE CONDITIONS: (15 points) Point out why this is considered bad by use of facts and figures; explain extent of the problem, etc. If you can find no such information, indicate where you looked and why you think there is no data on it.

III. THE SUBJECTIVE CONDITIONS: (15 points) What is it within the American value structure that makes this a problem? Why is it seen as wrong? Is there evidence of this in the form of opinion poll results, etc.? If only some segment of the population sees it as a problem, explain why it is isolated to that segment of society?

IV. THE SOCIOLOGICAL PERSPECTIVE: (15 points) How would a sociologist describe this problem? Is it primarily deviance/disorganization/or global disorganization? Which approach of your author's does this problem relate to? What have sociological writers to say about the problem?

V. INTERCONNECTIONS WITH OTHER SOCIAL PROBLEMS: (15 points) How is the "web effect" of social problems seen in this case? What other social problems affect this one? How does it affect others--actually or potentially?

VI. THE MASS MEDIA'S ROLE: (15 points) How has the media affected this problem? What stage would you say the problem is at relative to the diagram we discussed earlier this quarter? How do the various media cover the problem? How does the media view differ (or does it?) from the sociological perspective?

You may contrast coverage in two of the following media groups:

MASS CIRCULATION MAGAZINES: Time, Life, Newsweek, etc.
POPULAR MAGAZINES: Reader's Digest, Coronet, etc.
LOCAL NEWSPAPERS: The Tribune, Pioneer Press, etc.
SUBURBAN NEWSPAPERS: The Sun/Post, etc.
LOCAL TELEVISION: only if something is covered on it
NATIONAL TELEVISION: only if something is covered on it
SOCIOLOGICAL MAGAZINES: Society and/or Psychology Today
ELITIST MAGAZINES: Saturday Review, Harpers, New Yorker, Playboy, etc.
SPECIAL INTEREST MEDIA: Religious magazines, Hunting and Outdoors, etc.
OTHER MEDIA? If covered in a documentary movie, you may use that.

Or approach some alternative way. IF THERE IS NO COVERAGE: explain how you searched for it and WHY you think there isn't any.

VII. CURRENT EFFORTS: Describe any current programs intended to deal with the
(10 points) problem. If there are none, why do you think they are lacking?

VIII. PROSPECTS: After this stage, you should be expert enough with your problem to
(10 points) predict its future direction. Will it improve? Go away? Get worse? Why--relative to trends in our society?

IX. SOURCES: Cite the magazines, books, etc., you used in doing the project.
(5 points) BIBLIOGRAPHY

NOTE: ON ALL TOPICS, if you are asked to account for something, or, for instance, show figures on a problem and can't find any statistics, try to explain why you think they aren't there. For instance, on current efforts, if there are none, try to explain why. This would apply to any other section as well. But don't just dismiss it with the statement that there is no information on this. Indicate HOW you searched and WHERE and WHY you think there isn't any.

RESOURCE NOTES: Our library is a good start, but make sure you do some research early so that you don't swamp the staff. There are other libraries in the area too.

SOURCES (IX): In reporting the books, etc., you used, be sure you give publication dates, etc. I don't need a fully formal bibliography. If you use television shows, give me network date and time of show in this section. If you use movies, note where and when shown, etc. If interviews are used, you might want to list them there too.

PROPOSALS: Use the proposal outline supplied to you. (EDITOR'S NOTE: see outline following this section.) I will give you feedback to steer you in the right direction where it seems approriate. If you choose to change your topic after proposal date, be sure to submit another one. But to do an adequate job of researching the paper, it shouldn't change much after proposals are due.

RELATIONSHIP OF PROJECT TO GRADE: Remember this project is an integral major part of the course; an "N" grade will automatically be given if project is not done despite points on tests. Cheating--in the form of plagiarism or unoriginal work--will also result in an "N" grade for the course.

PAPER PROPOSAL OUTLINE FOR SOCIAL PROBLEMS

Proposed Topic (general area):
What specific aspect of the topic do you plan to focus on?
What value in American society does this problem relate to (i.e., the subjective condition) ?
How do you plan to research the topic?
Do you anticipate any special problems using this topic, on research, etc.?
Are you aware of any current efforts to deal with topic?

INSTRUCTOR: Nancy Wendlandt Stein
COURSE: Soc 106: Social Problems*
QUARTER: Spring, 1979 Normandale Community College, Bloomington, Minnesota
FORMAT: 3 Credits, no prerequisite, meeting three hours per week, 25 students.

For this quarter course was experimentally offered at the instructor's request without prerequisite.

The place of this course in our curriculum has been debated for some time, and the experiment was undertaken to gather further information. The standard format had required introductory as a prerequisite, and the instructor has taught "Social Problems" in that format on this campus and another community college, as well as at Indiana University to sophomores and juniors.

Thus the standard department evaluation form used and expanded to inquire about student experiences with the course.

Among those who had and had not had the introductory course, there was little difference in grades --- as many A's and low grades in both groups.

The groups do differ, however, on opinions as to whether or not a student needs an introductory course before taking social problems. Those who had taken intro, (7 respondents) are more likely to feel it is necessary to have this prerequisite background. While ironically, those who had not had intro (14 of respondents) seemed to not find this a disadvantage (distributions below). Among the non-intro group, some had experiences with other sociology at the high school or college level (courtship and marriage, sex roles, etc.)

I find this disparity a bit puzzling, and can only attempt to offer some interpretations: 1) the "discouraging" interpretation suggests that we are not achieving anything of importance in the introductory course since it wasn't missed by those who hadn't had it...while, 2) the "encouraging" interpretation would suggest that the "framework" format of this course worked well for all types of students without duplicating intro. But, of course, we need also consider, 3) the "punitive" interpretation i.e. the students' attitude of "if I had to take intro, (darn it!) so should they!"

Conversations with students and unsolicited feedback from them lends support to the inclination to tentatively accept the "encouraging" interpretation. This matter will be more systematically explored with the second offering of the course in this format, winter of 1979.

*A syllabus and description of this course and college/student characteristics is included as a chapter in the Social Problems Syllabi Set, (1979) published by the ASA Section on Undergraduate Sociology and distributed by the Teaching Resources Center in the ASA's Executive Office, 1722 N. Street, N.W., Washington, D.C. 20036.

STUDENT RESPONSES TO QUESTIONS REGARDING THE INTRODUCTORY PREREQUISITE

Question, for those who have had intro soc: "INTRO SOC IS NOT NECESSARY BEFORE TAKING SOC 106...

Strongly Disagree	Disagree	Agree	Agreee Strongly	Very Strongly Agree	
0	4	2	1	0	7

Question for those who had not had intro: I FELT I COULD HANDLE THE MATERIALS IN THIS COURSE DESPITE NOT HAVING INTRO.

	Strongly Disagree	Disagree	Agree	Agree Strongly	Very Strongly Agree	
Some Prior Sociology	0	1	2	2	3	8
No Prior Sociology	0	0	1	2	3	6
Totals for Non-Intro Group	0	1	3	4	6	14

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. STEIN

INSTITUTION:	Normandale Community College (Bloomington, MN); suburban community college, part of state-wide system; appoximately 5,000 students who are non-traditional transfer-oriented (average age is 22-23); has second largest freshman class in the state.
THE CLASS:	Usual enrollment is 30-45 students about 20 of whom are majors. Many of the students have had high school sociology; 1/3 of the students have had introductory, 1/3 have taken some other sociology course, and 1/3 have no background in sociology. The class meets for three hours per week: 2 hours once a week and one hour once a week. Format is lecture, films, media, discussion--I use local mass media examples of problems. There are no prerequisites.
SUBSTANTIVE ORIENTATION OF COURSE:	I use a deviance and disorganization perspective; this is a framework course, not a theory course and I try to provide a framework for organizing problems.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	Students enjoy using sociological perspectives to understand the topics they read about every day. They're interested in the future of problems in society and projecting problems into the future.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	I find teaching this course one of the most exciting experiences and the students seem quite enthusiastic as well. I also enjoy developing the student projects.
COMMENTS ON TEXT/READINGS USED:	I've never found a text I liked that fits the format of the course and so often use paperbacks. It's generally difficult to find a framework approach and mass media affect on problems in a text.
NEXT TIME AROUND:	I'd like to try to get students involved in their projects earlier, leaving time for students to report back to the class. I'd like to involve students more in the class.
HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	Problems is different because it's the only exposure to sociology for many of my students and I need to give them (the students) a sense of sociology as well as a way of dealing with social problems. The advantage is that I am able to work with smaller groups of students than in the introductory course.

Prof. Paul V. Johnson
Sociology Department
Division of Social Sciences
Bethel College
St. Paul, Minnesota 55112

Soc. Probs. # 7, page 1
Sociology 33No1
Social Problems: A Sociological Perspective
Spring, 1977

Contents
- Required text
- Course objectives
- Course format and requirements
- Course outline and assignments
- Grading procedure
- Essay questions
- Evaluation

Required Text: Mirande, Alfred M. The Age of Crisis: Deviance, Disorganization and Societal Problems. New York: Harper and Row, 1975.

Course Objectives:

1. To foster in students an awareness of what the academic discipline of sociology is and how it contributes to our search for understanding.
2. To see (a) how the study of social problems is closely related to the study of sociology, (b) how obtaining a sociological perspective facilitates a greater understanding of traditional social problems, and (c) how the sociological perspective allows one to better understand oneself.
3. To understand how some social conditions develop and become classified as social problems when other situations escape such labeling.
4. To illustrate those areas where one's Christian faith can facilitate and hinder the understanding of social problems.

Course Format and Requirements:

Students are expected to attend three meetings of the class each week. The Monday and Wednesday sessions will be the traditional lecture session where major issues will be identified, explained, and elaborated upon. The Friday session will be a small discussion group (approximately 15 students) where more specific questions may be answered, where ideas for the lecture sessions or textbook may be applied, and where you will become an important part of a group learning experience. The importance of the group discussions should not be minimized. In fact, the groups should be viewed as being of maximum importance. There will be a degree of balance sought between the lecture and discussion sessions. Each student should devote himself/herself to both types of sessions.

At the beginning of each week (at the Monday lecture session) students will receive a series of questions which will aid in understanding the issues which will be presented that week in lecture as well as those dealt with in the text. These questions will usually serve as the basis for beginning each discussion session. Each student should be adequately prepared to answer those questions prior to coming to the discussion group.

NOTE: A sign up schedule will be posted on my office door each Friday for scheduling appointments during the following week. If my schedule does not fit yours, we will work out some other arrangement if you contact me after class.

Course Outline and Assignments:

Date	Lecture Topic	Assignment	Test Date
Feb. 2-4	Introduction to course, text, and instructor	Two page paper entitled "Who Am I?"	
7,9, 11	Introduction to sociology	Intro. pp. 1-20 Three approaches -- pp. 21-28, 177-188, and 365-374	
14,16,18			
21-23-25	Poverty	pp. 56-88	
28-2-4	Population	pp. 29-55	4 Mar - EXAM

Date	Lecture Topic	Assignment	Test Date
Mar. 7-9-11	Racial and Ethnic Problems	pp. 89-137	
14,16,18	Juvenile Deliquency	pp. 190-231	
21-23-25	Crime	pp. 232-284	
28-30-1	Mass Society and Alienation	pp. 138-175	1 Apr. EXAM
Apr.13-15	Drugs/Alcohol	pp. 285-324	
18-20-22	Sexual Deviance	pp. 325-364	
25-27-29	Family Disorganization	pp. 375-412	
May 2-4-6	Educational Disorganization	pp. 413-452	
9-11-13	Religious Disorganization	pp. 453-491	EXAM during Finals Week

Grading:

The grading procedure in this class may be different from that which you have experienced in other courses here at Bethel. It is my belief that I can only specify a basic social problem curriculum which covers only a comparatively small part of the possible material in the academic sub-field of social problems. It is such a basic curriculum which I have set forth above and each student must master that curriculum as the basic grading requirement of the course. If you pass the three scheduled exams, (passing is equivalent to getting 65% of the test items correct) I will assume that you have "mastered" the basic curriculum and you will be awarded a grade of C.

Most students, however, do not feel satisfied with a grade of C and desire to work for a grade of B or A. Grades of B and A are available in this couse ONLY if the student participates in what I call "interdependent learning." By this I mean that the student goes beyond the basic curriculum and explores for himself/herself an area of social problems which is of special interest to the individual student. Each of you is an unique individual with unique interests and therefore the choice of an interdependent learning experience is basically yours. In personal interaction with me, each student who so desires may devote a certain amount of his/her time to such an activity. Toward the end of the term we will meet together and evaluate your interdependent learning experience. If you have passed all three exams and participate in any form of interdependent learning, you will earn a grade of B. The grade of A will be reserved for those students who pass all exams and indicate superior work in developing and completing their interdependent learning experience. I will elaborate in more detail during a lecture session as to what interdependent learning involves and indicate some potential areas in which one could work.

I want you (only if you also desire) to become involved in the study of social problems and I feel that interdependent learning is a positive way of bringing this about. It is also a means by which I can get to know you a little more personally as we work together to help you better understand some topic which is of special interest to you.

Essay Questions

1. The concept of "ideal type" is often found throughout all forms of sociological writings. Define what an ideal type is. Construct an "ideal type Bethel student" and indicate how such a tool would be useful.

   OR

   What are some of the areas in which sociology and Christianity have disagreed? Characterize the position of Christianity and sociology in at least two of these areas. Where do you see yourself in each of these two controversies?

2. What is the deviant behavior approach to social problems? What kinds of things does it emphasize as being important to studying social problems? If you were looking at the problem of poverty from this perspective, how would you explain it?

   OR

What is the social disorganization approach to social problems? What kinds of things does it emphasize as being important to studying social problems? If you were looking at the problem of poverty from this perspective, how would you explain it?

3. What is "the tragedy of the commons?" Are there "commons" around Bethel or in our immediate community that are being violated? What are they?

OR

What was William Graham Sumner's main point in "On a New Philosophy: That Poverty is the Best Policy." Do you agree with him? Why or why not?

EVALUATION: This last page is for you to provide me with feedback about anything -- this exam, the course, classroom activity, group meetings, anything. If you wish to remain anonymous, you may detach this last page and hand it in separately or put it in my P. O. Box (EDITOR'S NOTE: Syllabus had separate page provided at back for this evaluation.)

The William Paterson College of New Jersey
Wayne, New Jersey 07470

Social Problems
Graduate Course
3 Semester Hours

Contents

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Course Description

Several orientations which have been devised by sociologists analyzing social problems will be discussed -- the social problems approach, the social disorganization approach, and the community approach. The latter has been considered promising because of its consideration of community organization and control. Selected social problems such as poverty, family disruptions, crime and race conflicts will be discussed related to the described frameworks. Within this context, causes and proposed means of dealing with problems are perceived.

Objectives

A. To provide training in the analysis of social problems with regard to causes and solutions.
B. To provide students with the opportunity to intensively and systematically study a social problem of particular concern to them.

Content

A. What are social problems?
  1. Enumeration of social behaviors defined as social problems.
  2. Analysis of the processes by which these phenomena become defined as problems.
  3. Discussion of the relationship between the definition of the problem and proposed solutions.
B. Causal Analysis
  1. Nature of scientific study of social problems.
  2. According to popular opinions, social science theories and research (distinguishing between these sources), establish what factors account for fluctuations in the rates of behavior defined as social problems.
  3. From a social science point of view, evaluate the causal importance of these variables for different types of social problems.
  4. Specify the accuracy and completeness of social science knowledge of causality for specific problems.
C. Social Policy
  1. How the practice specialties (casework, groupwork, community organization) have been and can be used in solving social problems.
  2. Ascertain and explain efficacy of past and present attempts to solve these problems.
  3. Distinguish between the causal importance of variables and the likelihood that social actions will be taken to change them, the latter a function of values, interests, and power.
  4. The relationship between the state of social science knowledge and policy implementation.

Method of Presentation and Evaluation

A. Lecture and discussion.
B. Library assignments and individual reports.
C. Evaluation: Term paper.

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A. Journals

Social Problems, Social Work, Social Service Review, Journal of Social Issues, The Public Interest, American Journal of Sociology, American Sociological Review.

B. Anthologies and Monographs

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Sociology 140
Social Problems
Spring, 1977 (2nd half of full year course;
1st half by different prof.)

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Purpose

The purpose of this course is to acquaint students with theoretical, methodological, and substantive issues in the sociological study of social problems. A variety of social problems will be examined in terms of issues in the definition of social problems, difficulties in the measurement of the extent of social problems, contributions that have been made to explaining various aspects of social problems, and the implications of this knowledge for intervention (alleviation or treatment) or prevention of social problems in Canada and other countries.

Texts

Reading assignments will be drawn from the following books:
Boydell, *et al.*, *Deviant Behaviour and Societal Reaction* (DBSR)
Merton and Nisbet, *Contemporary Social Problems*, 4th edition (CSP)

Course Format and Grading

Lectures are scheduled on Monday, Wednesday, and Friday at 8:30 A.M.

Grades: two examinations from the first semester will comprise half of the final grade. The other half of the final grade will be based on two examinations for the second semester (each worth 25 percent of the final grade).

Course Outline

The following is a schedule of readings and examinations for this course. Topics discussed in lectures will generally be in the same temporal order as these readings, but divergences should be expected as this is not a schedule of lectures.

January 3	Introduction to the second semester
5	Population explosion
7	No specific reading
10	Consequences in underdeveloped countries: CSP, 273-280
12	Consequences in developed countries: CSP, 280-292
14	No specific reading
17	Population policy: CSP, 292-303
19	Intergroup relations: CSP, 457-469
21	No specific reading
24	The socio-cultural approach: CSP, 469-482
26	The situational approach: CSP, 482-485
28	The personality approach: CSP, 486-489
31	The phenomenological approach: CSP, 489-490

February	2	Victims and reactors: CSP, 490-508
	4	Types of norm violation: DBSR, 567-592
	7	Space and territoriality: DBSR, 592-600
	11	Other norm-violating statuses: DBSR, 600-627
	14	REVIEW
	16	THIRD EXAMINATION
	18	No specific reading
	28	Defining alcohol-related damage I: CSP, 181-199
March	2	Defining alcohol-related damage II: DBSR, 263-268
	4	Measuring alcohol-related damage: DBSR, 269-296
	7	Explaining alcoholism: CSP, 199-203; DBSR, 310-320
	9	Preventing alcoholism I: CSP, 203-217
	11	Preventing alcoholism II: DBSR, 321-332
	14	Treating alcoholism: DBSR, 297-310
	16	Defining drug use and abuse I: DBSR, 333-342
	18	Defining drug use and abuse II: CSP, 140-152
	21	The epidemiology of use and abuse I: CSP, 152-157
	23	The epidemiology of use and abuse II: DBSR, 343-368
	25	Explaining the use of drugs: CSP, 157-167
	28	Prevention of drug abuse: CSP, 167-178; DBSR, 369-375
	30	Treatment of drug abuse: DBSR, 375-380
April	1	Definition and measurement of poverty: CSP, 638-651
	4	Explanation of poverty: CSP, 651-661
	6	Management and prevention of poverty: CSP, 661-673
	11--30	FOURTH EXAMINATION (Examination period)

Prof. John Farley
Southern Illinois University
Edwardsville, IL 62026

Sociology 111
American Institutions and Social Problems
Winter, 1976-77

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Course Objectives:

1. To develop skills related to the sociological analysis of social problems.
2. To apply major sociological perspectives to the analysis of social problems.
3. To examine and evaluate the roles of American institutions in creating and/or perpetuating social problems, and in the possible alleviation of social problems.

Required Readings:

D. Stanley Eitzen, Social Structure and Social Problems in America
Jerome H. Skolnick and Elliott Currie, Crisis in American Institutions (Third Edition)

A few additional readings have been placed on reserve.

Assignments and Tests:

2 short written assignments analyzing social problems and institutions (15% each)
2 in-class essays (15% each)
2 one-hour objective tests (25% each)
You will note the total is 110%; the lowest 10% of your grade will be automatically dropped.

Course Schedule:

Dates:	Topic:
Dec. 1, 2, 6	I. Introduction; how social problems get defined: what is a social problem? Readings: Skolnick & Currie, Introduction (pp. 1 - 16)
Dec. 7 - 9	II. Perspectives on Social Problems Readings: Eitzen, Chapters 1 - 2
Dec. 13 - 16	III. Analysis of Social Problems Readings: Eitzen, Chap. 7. 3, 4 ESSAY QUIZ 1. - Dec. 16 - Analysis of social problems from different perspectives - Evaluation of perspectives
	HOLIDAY BREAK
Jan. 3-6, 10, 11	IV. Dimensions of Social Inequality: Class, Power, Racism, and Sexism Readings: Eitzen, Chap. 5, 6, Skolnick & Currie: Herman; Levison; Blauner, Mitchell; Josephy; and Steiner readings
	OBJECTIVE TEST I - January 12, 1977
Jan. 13, 17 - 20	V. The Educational Institution Readings: Eitzen, Chap. 10, Skolnick & Currie: Kozol; Lauter & Howe readings On reserve: Rosenthal, Robert and Lenore Jacobson: "Self Fulfilling Prophecies in the Classroom: Teacher Expectations as Unexpected Determinants of Pupils' Intellectual Competence."

ASSIGNMENT 1 DUE JANUARY 24, 1977

(Analysis of Education and equal opportunity)

Jan. 24 - 27	VI.	The Health Care Institution Readings: Skolnick & Currie: Chap IX On reserve: Blumenthal, David and James Fallows, "Health: The Care We Want and Need"
Jan. 31-Feb. 3	VII.	The Workplace Readings: Skolnick & Currie: Rothschild; Terkel; Scott; Blau: and Hochschild readings
		ESSAY QUIZ 2: February 7, 1977
Feb. 8-10	VIII.	The Economic Institution Readings: Eitzen, Chap. 11 Skolnick & Currie: Melman; Zwerdling; Gordon; Snell; Dolbeare readings
		ASSIGNMENT 2: (Economic systems and social Problems) DUE FEB. 14
Feb. 14-17, 22	IX.	The Political and Legal Institutions Readings: Eitzen, Chap. 12 Skolnick & Currie: Wise; Piven and Cloward; Donner; Green et. al.; and Mitford readings
Feb. 23		Review and evaluation
Feb. 24		Objective Test 2
Feb. 28		Final Class Period: Feedback from objective Test 2

Requirements for written assignment:
Choose one of the following issues in education:

- Funding of elementary and secondary education
- Desegregation of schools and busing
- Community control of schools
- Tracking and subject-channeling
- Open classroom schools

1. Discuss the sociological evidence on the relevance of the issue you selected to educational quality, and particularly to mobility within the educational system.

2. On the basis of this sociological evidence, what would you recommend be done on the issue you chose? How much do you think that your recommendation, if put into effect, would actually improve the quality of education and increase mobility in the educational system? In other words, what are the limitations of what you propose?

I suggest that you use as sources of information our classes and the assigned readings. As additional sources, I have placed on reserve the following materials which may be helpful to you.

1. Sociology by J. Victor Baldridge, an introductory text with an emphasis on education and social problems. Chapters 10 and 13 focus on problems of education and mobility. (4 copies)

2. An article by Mario Fantini on decentralization and community control of schools including results of some programs of this type undertaken on an experimental basis. (8 copies)

Your report should be the equivalent of 3 - 5 typewritten pages.

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. FARLEY

INSTITUTION:	Southern Illinois University (Edwardsville, IL); commuter school with approximately 10,600 students.
THE CLASS:	Usual enrollment is 15-30 students; predominantly freshmen and sophomores with some juniors mixed in. Class meets for one hour four times per week and is predominantly lecture with some group exercises, discussion, and films. There are no prerequisites. This is a course intended to meet requirements for general studies and is now being changed to a sociology course and integrated into the Social Work curriculum. There will be a shift toward making it relevant for Sociology and Social Work students. It will become a 300-level course.
SUBSTANTIVE ORIENTATION OF COURSE:	There is a heavy emphasis on how to research and evaluate a social problem, the scientific method and logic. I emphasize the relationship between social institutions in American society and social problems. Conflict approach.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	The students are helped to think critically and to approach a problem scientifically.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	Helping my students to think critically.
COMMENTS ON TEXT/READINGS USED:	Using a reader that's organized by institution is helpful to the students. Also, using books that have different orientations helps the students see different approaches to problems.
NEXT TIME AROUND:	Testing will be changed and a section added on "Social Inequality in Urban and Rural Contexts."
HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	Problems is harder than most other courses because it's not as clearly defined as a field. It depends on the person who teaches it. Also, sometimes students have uncertain expectation regarding problems.

Prof. David Weiss
C.W. Post College

Sociology 2
Social Institutions
Spring, 1978

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Texts (required)

Rubington and Weinberg, The Study of Social Problems: Five Perspectives
Skolnick and Currie, Crisis in American Institutions
Strunk and White, Elements of Style (optional)

Overview

The general intent of this course is to demonstrate how sociology examines vital parts of society--its social institutions--and then identifies, accumulates, and interprets information about these segments of social life.

Historically, sociology has concerned itself, at least in part, with social problems. What this means is that there are consequences of social organization and social functioning which are generally deemed to be undesirable, unintended, and unwanted. The history of sociology, unfortunately, has not produced a comprehensive theory to explain just how such consequences come about. On the contrary, what sociology has made available are several perspectives--relatively organized ideas which, when applied to an area of study, yield insights about human behavior and human social organization.

Throughout this course, we will want to keep in mind three basic principles relating to social institutions and social problems:

Principle 1: The same culture and social structure that makes for conforming behavior can also generate various kinds of deviant behavior and organization.
Principle 2: Social problems are often unwilled, indirect, and unanticipated consequences of institutionalized patterns of human behavior.
Principle 3: Owing to the interdependence among the parts of human societies, efforts to do away with one social problem can often introduce new ones.

The main objectives of this course, then, are to provide an opportunity for students to develop an understanding of sociology and society, and, secondly, to further develop the abilities to think critically and coherently.

Course requirements and Grades

It is expected that the assigned readings will be read prior to our class meetings and that students will attend class regularly. As implied in the above, not only is this course intended to give the student a greater understanding of social institutions and social problems, it is also intended to develop more general educational skills that are part and parcel of a college education: critical reading, coherent speaking and writing, and the ability to raise probing questions.

While lectures will be a main teaching method, the course will expect student participation in both class presentations and general discussions. Students will be called upon to elaborate, interpret, and comment upon ideas presented in the readings, in class lectures, and in discussions. When possible, audio-visual materials will also be used.

Two examinations--a midterm and a final--equally weighted, are planned. In addition to the two exams, each student will make an oral class presentation. The presentation, either individually or group, will discuss a specific social problem or social institution from one of the five perspectives discussed throughout the course. It is, therefore, essential that the five perspectives be understood before undertaking the oral assignment. The criteria for evaluating the presentations will be distributed, so that the student can best organize his/her materials and clearly understand the objective of the assignment.

Course assignments and Topics

I. Sociology and the study of society
  1. Social problems and social institutions
     Rubington & Weinberg, Ch. 1; Skolnick & Currie, "Introduction"

II. Sociology: five perspectives
  2. Social pathology
     R&W, Ch. 2
  3. Value conflict
     R&W, Ch. 4
  4. Social disorganization
     R&W, Ch. 3
  5. Deviant behavior
     R&W, Ch. 5
  6. Labelling
     R&W, Ch. 6

MARCH 9 MIDTERM EXAMINATION

III. Institutional problems
  7. Social services
     S&C, Ch. X
  8. Education
     S&C, Ch. VIII
  9. Labor and occupations
     S&C, Ch. VII
  10. Law and criminal justice
     S&C, Ch. XI
  11. Health care
     S&C, Ch. IX
  12. Ecology
     S&C, Ch. VI

IV. 13. The economy
     S&C, Ch. I
  14. Ethnocentrism
     S&C, Ch. II
  15. Social inequality
     S&C, Ch. III
  16. Racism and sexism
     S&C, Chs. IV, V

V. Applied sociology: are solutions to social & institutional problems possible?
  17. Sociology for what?
     R&W, Ch. 7
     S&C, "Introduction"

MAY 18 FINAL EXAMINATION

MAY 2--18 ORAL PRESENTATIONS

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. WEISS

INSTITUTION:	C. W. Post College (part of Long Island University); 10,000 students; suburban student population.
THE CLASS:	Usual enrollment is 25-35 with mostly freshmen or sophomores. The course is a combination of lecture and discussion with the emphasis on discussion; readings are used as a springboard for dicussion sessions. Introductory is a prerequisite.
SUBSTANTIVE ORIENTATION OF COURSE:	The course is oriented around social institutions.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	The students appreciate the broad perspective of the course and the discussions. They find the course interested because of these perspectives. Students major criticism was that expectations were more stringent than previously encountered. The students weren't geared to an emphasis on reading and writing skills, and all of the exams were take-home essay exams. Students have said that, for the first time they really read what they had written. Students have the opportunity to revise these exams for a new second grade so they may teach themselves. This is an important element of the course and approximately 60% of the students take this opportunity.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	It's very satisfying and a joy. I enjoy exposing my students to new worlds. As an example, when we look at the family from different perspectives, the students see different things and gain new insights.
COMMENTS ON TEXT/READINGS USED:	The text I use speaks to perspectives rather than theories--my students are not theoretically sophisticated. I use five perspectives to show the way that one approaches a problem leads to conclusions about that problem.
NEXT TIME AROUND:	I would like to get more feedback on writing; sticking to the basic format but spending more time in one to one contact with the students. I'd like more time for more personal evaluations--to give the students the mid-course correction.
HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	The field is broader and has many problems in common with introductory--a smorgasbord. So the teacher needs to set objectives for the course in order to do justice to the students and to the course material.

Prof. Leonard Cargan
Wright State University
Dayton, Ohio

Sociology 221
Social Problems

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Course Description and Objective

An examination of various social problems from a sociological perspective. This includes an overall approach to all social problems, understanding their interrelatedness, and understanding the role of value-beliefs in their conception and treatment. Course objective: Development of a "sociological imagination."

Grading

Three exams throughout the quarter on text material, reading materials and lecture materials. Test 1 = 25%*; Test 2 = 35%*; Test 3 = 40%.

*A short library research paper (about 10 pages) on any problem mentioned in the text may be substituted for either Test 1 or 2. A research paper will be required for missing exams. Participation in the discussion questions gives extra credit in the final grading.

Text Required: *Crisis in American Institutions* by Skolnick and Currie.

Outside Readings: As indicated (on desk reserve in the WSU library).

TOPIC	ASSIGNMENT
I. Introduction	C. W. Mills: *The Sociological Imagination*
A. Statistics	Text: Introduction
B. Class Methodology	
II. Value Systems	
A. Individualism	Text: Chapter 4
1. Development	Consumer Reports: How Import Quotas Raise Consumer Prices; Galbraith: *The Next Revolution in Economics*; *Wall Street Journal*
2. Effects	
3. Case Example: Monopoly	
B. Natural Law	Text: Chapter 8
1. Components	
2. Effects	
3. Case Example: Health	
III. Problems and Interrelationships	
A. Unemployment	Text: Chapter 1
1. History	
2. Causes	
3. Treatment	

B. Poverty 1. Components 2. The Ideology 3. Treatment	Text: Chapter 9
C. War 1. Theories 2. The Various Costs	Text: Chapter 5; Galbraith: Defense Firms Public, So Why Not Admit It? Melman: Who Needs a War Economy
D. Racism 1. The Beliefs 2. Movements	Text: Chapters 2 & 3; Carmichael: What We Want
E. Education 1. The Problem 2. Movements	Text: Chapters 6 & 7; Farber: Student as Nigger
F. Crime	Text: Chapters 10 & 11

Discussion Questions

Text*

Chap. 8 This chapter indicates that this problem contains at least two aspects.

- a. The question of ability to pay can be handled by some form of sociological medicine or prepaid government insurance. Defend the use of ability to pay or socialized medicine or prepaid government insurance.
- b. The problem of seriously injured workers can also be met in a number of ways. Suggest and defend one.

Chap. 4 The basic question being raised in this question is whether industry has social responsibility or only responsibility to the stockholders. Argue pro or con. If pro, is there anything we can do about it with these giants?

Chap. 1 According to the authors, there are two views of poverty: the goodies of America have not reached certain segments of the population versus poverty is one aspect of a system of maldistribution of income. Which do you believe and why? Note, the articles in this chapter defend the second view, so you should be able to argue for or against these authors.

Chap. 9 Welfare is a "dirty" word in the U. S. yet, according to Piven and Cloward, it serves the "valuable" function of regulating the labor force in capitalist societies. How do you explain this contradiction?

Chap. 5 Like Eisenhower, the author in this chapter describes the outcome of high military budgets. The argument raised in defense is that such costs are acceptable due to the need. What is the answer? Is Galbraith's (Defense Firms Public . . .) idea the way?

Chap. 6 The theme of this chapter is that we shoudl deinstitutionalize school. As recent high school graduates, you should have some views pro or con about this idea. How would you handle the problem of schooling?

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*Apply the values of individualism and/or national law to each of the themes in these questions.

Chap. 7 Universities are not objective, unbiased teaching institutions. At least, that is what these authors claim. Give some examples of agreement or disagreement.

Chap. 2 You are prejudiced. Citing examples from the book, prove that you are or are not.

Chap. 3 Is it an either/or proposition? Is it the male chauvenist pigs versus the emasculated male? Utilizing these authors, answer the question.

Chap. 10 Big Brother is watching you! So What?

Chap. 11 Criminal law reflects politics!

Readings

1. What is a sociological imagination? Why is it useful? (Mills)
2. Tariffs and quotas are necessary. Argue pro or con. (Consumer Reports)
3. The question of consumer versus producer sovereignty explains the current situation of inflation and depression at the same time. Explain. (Galbraith)
4. The Wall Street Journal article notes the increasing concentration of industry as well as their interconnections. So what? (Wall Street Journal)
5. Galbraith indirectly suggests that we nationalize defense firms. Argue pro or con. (Galbraith)
6. How do you reply to Carmichael's What we Want? (Carmichael)
7. Do you agree or disagree with Farber's thesis that Students are Niggers? Why? (Farber)

BACKGROUND INFORMATION AND COMMENTARY FROM PROF. CARGAN

INSTITUTION:	Wright State University (Dayton, OH); 14,000 students; 90% of the students commute from the Dayton-metro area.
THE CLASS:	Usual enrollment is about 70; most of the students are sophomores with some juniors; approximately one-third are majors. The course is composed of lecture and discussion--a reader is used as a supplement in discussion. Introductory is a prerequisite.
SUBSTANTIVE ORIENTATION OF COURSE:	Value conflict.
MOST POSITIVE ASPECT OF COURSE FOR STUDENTS:	Understanding their own involvement in various problems; how they are involved; understanding values in relation to problems and consequences. Students see their own involvement regarding the interpretation of problems.
MOST POSITIVE ASPECT OF COURSE FOR TEACHER:	Giving the students a viewpoint of problems that is not customary. There is usually an implication of "bad people" or "social disorganization" instead of decisions made by agencies, etc. Showing students what they can do about problems.
COMMENTS ON TEXT/READINGS USED:	I don't use a text but use a reader that talks about institutional involvement, which follows my thinking. I have yet to find a text with this point of view.
NEXT TIME AROUND:	I'd like to use more films, etc.; use more visual aids. I intend to bring in more experts on topics.
HOW TEACHING OF SOCIAL PROBLEMS IS DIFFERENT OR SPECIAL:	In Introductory there is a tendency to use more lecture and examples; Problems is more discussion. (I've tried debating but it hasn't worked too well yet.)